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IDENTIFIERS	Vocational Education Amendments 1976

ABSTRACT

This compilation of approximately 300 document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the content of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately 100 resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL 94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and name and addresses are provided for both individuals and institutions. A listing of project titles grouped alphabetically by state and a subject index follow. The organizational resources section contains names, addresses, and telephone numbers of state research coordinating unit directors and of journals, magazines, professional associations, and information systems and networks of interest to vocational and technical educators. The Energy and Education Action Center is profiled. (CT)

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Resources in Vocational Education 13

1980 Volume 13 Number 3

ED201882

Editor: Patricia Arthur

CE 029 015

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Information Products

The Complete VT-ED Cross-Reference Index for the AIM/ARM System, compiled by Kathleen Jezierski and Joan Mitric, February 1978. Ed 164 800.

An aid to locating documents processed for the AIM/ARM information system (Abstracts of Instructional and Research Materials in Vocational and Technical Education), the index cross references over 17,000 AIM/ARM accession numbers to the ERIC system's accession numbers and shows the availability of documents through the ERIC Document Reproduction Service.

Writer's Guide to Publication Development: How to Get Your Publication into an Information Retrieval System, by Kathleen Jezierski, February 1978. ED 164 799.

The handbook includes instructions, a model, and discussions of format, content requirements, and copyright concerns to guide writers in developing publications that meet both the criteria for government sponsors and criteria for inclusion in information retrieval systems.

Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography: Volume 1. Federally Administered Projects, compiled by Ruth Gordon and others, January 1979. ED 170 532.

Annotations are presented of completed research, exemplary and innovative projects, curriculum development projects, and bilingual vocational training projects administered by the U.S. Office of Education, Bureau of Occupational and Adult Education (USOE/BOAE) during fiscal years 1970-77. The projects were funded under Parts C, D, and I of the Vocational Education Amendments of 1968 and Part J of the Education Amendments of 1974. A total of 1,285 projects are described.

Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography: Volume 2. State-Administered Projects, compiled by Ruth Gordon and others, January 1980. ED 182 499

Annotations are presented of completed research projects and exemplary and innovative projects administered by state research coordinating units during fiscal years 1970-77. The projects were funded under Part C and Part D of the Vocational Education Amendments of 1968. A total of 6,668 projects are described.

Current Projects in Vocational Education—FY 1976. Abstracts of Projects Supported in Fiscal Year of 1976 and the Transition Quarter under the Vocational Education Amendments of 1968 (Parts C, D, I, and J), compiled by Wesley E. Budke and Ruth Gordon, February 1977. ED 138 782.

Abstracts are presented of 221 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1976 and the transition quarter (July 2 - September 30, 1976). The projects relate to research, demonstration, curriculum development, and bilingual vocational education.

Current Projects in Vocational Education—FY 1977. Abstracts of Projects Supported in Fiscal Year 1977 under the Vocational Education Amendments of 1968 (Parts C, D, I, and J), compiled by Ruth Gordon and Lois Ann Sellers, February 1978. ED 151 611.

Abstracts of 199 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1977 are presented. The projects relate to research, demonstration, curriculum development, and bilingual vocational education.

Current Projects In Vocational Education—FY 1978. Federally Administered Projects, compiled by Ruth Gordon and others, June 1979. ED 173 622.

Abstracts of 206 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1978 are presented. The projects relate to programs of national significance (personnel development, national center for research in vocational education, and curriculum coordination centers), bilingual vocational education, and the assistance contract program for Indian tribes and Indian tribal organizations.

Current Projects in Vocational Education—FY 1978. State-Administered Projects, compiled by Patricia Arthur and Wesley E. Budke, January 1980. ED 189 445

Abstracts of 706 projects administered by states through research coordinating units under the Education Amendments of 1976 are presented. The FY 1978 resumes cover research projects, exemplary and innovative projects, and curriculum development projects.

Current Projects in Vocational Education—FY 1979. State-Administered Projects, compiled by Patricia Arthur and Wesley E. Budke, June 1980. ED 190 848

Abstracts of 809 projects administered by state departments of education through research coordinating units under the Education Amendments of 1976 are presented. The FY 1979 resumes cover research projects, exemplary and innovative projects, and curriculum development projects.

Projects in Progress—FY 1978. A Report for the Coordinating Committee on Research in Vocational Education, compiled by Ruth Gordon and others, January 1979. ED 174 781

Abstracts of 321 projects in career education, vocational education, and education and work are presented. The projects are administered by the USOE's Division of Research and Demonstration, Office of Career Education, National Institute of Education, and Fund for the Improvement of Postsecondary Education.

Projects in Progress—FY 1979. A Report for the Coordinating Committee on Research in Vocational Education, compiled by Ruth Gordon and others, June 1980. ED 189 362

Abstracts of 217 projects in career education, vocational education, and education and work are presented. The projects are administered by the USOE's Division of Research and Demonstration, Office of Career Education, National Institute of Education, and Fund for the Improvement of Postsecondary Education.

The National Center Mission Statement

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Funding Information

Project Title:	National Center for Research in Vocational Education, Dissemination and Utilization Function
Contract Number:	300780032
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Educational Act under Which the Funds Were Administered:	Education Amendments of 1976, P.L. 94-482
Source of Contract:	U.S. Department of Education Office of Vocational and Adult Education Washington, DC
Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, Ohio 43210
Executive Director:	Robert E. Taylor
Disclaimer:	This publication was prepared pursuant to a contract with the Office of Vocational and Adult Education, U.S. Department of Education. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.
Discrimination Prohibited:	Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the National Center for Research in Vocational Education Project, like every program or activity receiving financial assistance from the U.S. Department of Education, must be operated in compliance with these laws.

Foreword

Finding available information is a major task for researchers, teachers, administrators, and students. The National Center for Research in Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared by the National Center Clearinghouse at the National Center for Research in Vocational Education under a contract with the U.S. Department of Education, Office of Vocational and Adult Education. Included are abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or paper copy from the ERIC Document Reproduction Service, and also in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordinating centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research materials for possible inclusion in future issues of *Resources in Vocational Education.*

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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SAMPLE DOCUMENT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed

ED 181 219 CE 023 729 — Clearinghouse accession number

Author(s) — *Matejic, Denise M.*

Title — **Helping Families Adjust to Economic Change. A Project Report.**

Organization where document originated — Rutgers, The State Univ., New Brunswick, N.J. Cooperative Extension Service.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project — Spons Agency—Extension Service (DOA), Washington, D.C. Science and Education Administration.

Report No.—XY2123 — Report Number—assigned by originator

Date published — Pub Date—79

Contract or Grant Number — Contract—82-2-61104(21)

Descriptive Note (pagination first) — Note—151p.; The appendixes contain small type and may not reproduce well; For related documents see CE 023 725-729.

Alternate source for obtaining documents — Available from—New Jersey Extension Service, Publications Distribution Center, Dudley Road, New Brunswick, NJ 08903 ($4.00)

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code — Pub Type—Reports - Descriptive (141)

ERIC Document Reproduction Service (EDRS) Availability "MF" means microfiche. "PC" means reproduced paper copy. When described as "Document Not Available from EDRS", alternate sources are cited above. Prices are subject to change. for latest price code schedule see section on "How to Order ERIC Documents", in the most recent issue of RIE — **EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index — Descriptors—•Adult Programs, Budgeting, Community Service Programs, Consumer Economics, •Consumer Education, Counseling Services, Credit (Finance), •Curriculum Development, Economically Disadvantaged, Family Management, Financial Needs, Financial Problems, Insurance Programs, Investment, Low Income Groups, •Money Management, •Outreach Programs, Program Development, Program Evaluation.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors — Identifiers—Income Groups, New Jersey

Informative Abstract — A project was developed to gain more insight into family financial problems, to identify these problems, and to formulate educational strategies to deal with and help solve these problems. This project was conducted in three phases, which included community outreach, development of educational materials, and evaluation. Three communities with different ethnic blends, similar income levels (middle to lower-middle), and moderately high unemployment rates were selected as project sites. The outreach program, which reached approximately 2,000 participants with consumer education information, included the use of a mobile unit, a home-study course, work-site educational programs, paraprofessional counselors, and a closed circuit television network. The following are some of the project objectives which were achieved to the extent that the majority of those participants who responded to the follow-up studies had changed their practices: (1) participants will spend their money more wisely and use their new knowledge and skills to extend and increase their resources to raise their standards of living; (2) participants will learn to develop a personal money management plan; (3) participants will understand the concept of consumer credit and its advantages, disadvantages, and wise use; and (4) participants will understand the various types of insurance policies available and know how an insurance protection program can be adapted to their personal needs. (BM)

Abstractor's initials

DOCUMENTS

Resumes

The document resumes presented in this section are ordered by ED number. Users may scan this section for documents of interest, or use the subject, author, and institution indexes to locate documents in a specific field, or produced by a particular author or institution.

ED 137 586 CE 010 630

Broadcast Operator Handbook. Radiotelephone 3rd Class Operators' Permit. Broadcast Endorsement. First Edition.

Spons Agency—Federal Communications Commission, Washington, D.C.

Pub Date—76

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20404 (Stock Number 004-000-00329-2, $2.60)

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Certification, *Laws, *Radio, Federal Government, Guides, Occupational Tests, Study Guides

Identifiers—Broadcast Operators, Federal Communications Commission

Intended to serve as a practical study guide for those applicants interested in obtaining the Radiotelephone Third Class Operator Permit with the endorsement to operate broadcast radio stations, this manual is also designed to be helpful as a concise reference for those operators already active in the field of broadcasting. Chapters 1 and 2 are concerned with basic law (provisions of laws, treaties, and regulations with which every operator should be familiar) and basic operating practice (radio operating procedures and practices generally followed or required in communicating by means of radiotelephone stations). The remaining chapters and the sample test, which is appended, are devoted to basic broadcasting (basic regulatory matters applicable to the operation of AM, commercial FM, and noncommercial educational FM broadcast stations). Basic broadcasting chapter headings are these: The Operator, The Fundamentals, Modulation, Operating Power, Directional AM Stations, Meters, Remote Control, Antenna Lighting, FM: Stereo and SCA, Emergency Broadcast System (EBS), Malfunctions, Station Identification, Documents and Logs, and Related Topics. Illustrative diagrams are included throughout the handbook. Sample copies of AM station, directional AM station, and FM station licenses are appended. (JT).

ED 137 591 CE 010 639

Job Placement Handbook.

Los Angeles Unified School District, Calif. Div. of Career and Continuing Education

Spons Agency—California State Dept. of Education, Sacramento. Manpower Education Unit

Pub Date—76

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Guidelines, *Job Placement, *Student Placement, Administrator Guides, Advisory Committees, Cooperative Programs, Coordination, Counselor Role, Guidance Personnel, Instructor Coordinators, Job Analysis, Job Development, Records Forms, School Community Relationship, Secondary Education, Staff Role, Vocational Education, Work Experience Programs

Identifiers—California, California (Los Angeles)

Designed to serve as a guide for job placement personnel, this handbook is written from the point of view of a school or job preparation facility, based on methodology applicable to the placement function in any setting. Factors identified as critical to a successful placement operation are utilization of a systems approach, establishment of measurable goals and objectives, designation of a coordinator of placement, and delineation of staff functions. Topics included in the discussion of personnel engaged in the placement process are the typical duties of a coordinator of placement and the role of advisory committees. A sample advisory committee agenda, letters of invitation, and list of questions for committee members are included. Records utilized in the placement process are discussed and a possible format is presented for a job index card file. Guidelines are provided for the call, visit, and letter to employers. Suggestions are made for publicity activities and alternate routes to job development. The following factors involved in successful placement are discussed: Good job development, rapport with the employer, accurate and thorough assessment of the job and the client (student), preparation of employer and client, provision of service to the employer and client, followup, and achievement of results. The appendix contains job descriptions and other occupational information for a sampling of placement-related positions in the Los Angeles Unified School District. (TA).

ED 137 592 CE 010 642

Bernard, H. Russell Sibley, Willis E.

Anthropology and Jobs. A Guide for Undergraduates.

American Anthropological Association, Washington, D.C.

Pub Date—75

Available from—American Anthropological Association, 1703 New Hampshire Avenue NW, Washington, D.C. 20009 ($1.00; 30% discount for 10 or more copies)

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Anthropology, *Bachelors Degrees, *Career Opportunities, *Career Planning, *Occupational Information, College Graduates, College Students, Doctoral Degrees, Elective Courses, Employment Qualifications, Job Search Methods, Masters Degrees, Resource Materials

Focus in this anthropology career guide is on suggestions about how to combine a degree in anthropology with supplementary training in order to qualify for a variety of positions after undergraduate study.

A series of steps which the undergraduate major in anthropology might pursue to prepare for employment are outlined, and the significance of the master's and doctoral degrees are also discussed. Career opportunities are listed under 34 different occupational headings, e.g. health assistance occupations, city management, government agencies, counseling and helping occupations, market research, recreation, science writing, and law. A brief description under each heading is supplemented with sources of additional information (mostly addresses for organizations in the field). Two tables list educational requirements for each of the 34 occupational fields. The first indicates level of training (BA, BA plus training, MA/MS) for each field. The second lists suggested number of elective courses in one or more of 16 other fields (e. g. business, journalism, writing, architecture, political science) which should be combined with anthropology courses to prepare for jobs in each of the 34 occupational fields. Two sample resumes are appended. (TA).

ED 137 594 CE 010 655

Overview. 1975 Reports. State Advisory Councils on Vocational Education.

National Advisory Council on Vocational Education, Washington, D.C.

Report No.—NACVE-016-77

Pub Date—76

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Advisory Committees, *Educational Problems, *State Agencies, *Statewide Planning, *Vocational Education, Abstracts, Annual Reports, Coordination, Educational Cooperation, Educational Policy

Short summaries are presented of 53 of the 1975 annual reports of the State Advisory Councils on Vocational Education. Focus is on each State's concerns and major recommendations as opposed to State goals, objectives, program offerings, enrollments, or council activities. The 53 summaries are arranged alphabetically by State following a seven-page overview summary of issues emerging from all the reports: Management of vocational education, State plan, coordination with other agencies, articulation, duplication, funding, public image, career education, access, disadvantaged and disabled populations, minorities and women, program relevance, market and manpower data, job placement, guidance and counseling, professional development, local advisory committees, and student organizations. (JT).

ED 137 595 CE 010 657

Proceedings. NACVE-SACVE Joint Meeting. (Washington, D. C. May 5-7, 1976.).

National Advisory Council on Vocational Education, Washington, D.C.

Report No.—NACVE-013-77

Pub Date—76

Pub Type—Collected Works—Proceedings (021)

EDRS Price—MF01/PC10 Plus Postage

Descriptors—*Advisory Committees, *Agency Role, *Federal Legislation, *Vocational Education, Conference Reports, Conferences, National Organizations, Speeches, State Agencies

Identifiers—National Advisory Council on Vocational Education

Proceedings are presented for a 3-day State and national vocational education advisory council staff session which included (1) a congressional briefing by House and Senate members and staff on the current status of vocational education legislation; (2) discussions by different agency representatives on how they interpret the role of State advisory councils; and (3) small group sessions to consider "how-to" experiences. The contents are presented under the following headings: (1) Meeting of NACVE/SACVE Chairpersons and Executive Directors, (2) Keynote Address: Dr. Terrell Bell, (3) Panel: View of SACVE from Other Agencies, (4) Report from the National Advisory Council on Vocational Education, (5) Congressional Briefing on Vocational Education, (6) Vocational Education: Featuring the Public Information Project, and (7) NACVE-SACVE Joint Fall Bicentennial Meeting. Appendixes contain the joint meeting schedule, analysis of pending Federal vocational education legislation, discussion group session summaries, and participant list. (HD).

ED 137 597 CE 010 676

Understanding the Guidelines for the Rehabilitation Act of 1973 on Evaluating Rehabilitation Potential of the Severely Handicapped: Vocationally Related Components.

West Virginia Univ. Morgantown. Regional Rehabilitation Research and Training Center

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C. West Virginia State Board of Vocational Education, Charleston. Div. of Vocational Rehabilitation

Pub Date—75

Contract—45-P-81043-3-01

Note—102p. ; For related documents see CE 010 676-678

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Career Counseling, *Program Development, *Program Evaluation, *Psychological Testing, *Rehabilitation Counseling, *Severe Disabilities, Counselors, Diagnostic Tests, Educational Programs, Evaluation Methods, Guidelines, Information Needs, Resource Materials, Social Workers

Identifiers—Rehabilitation Act 1973

This publication addresses one of the significant and critical characteristics of an effective rehabilitation counselor: the awareness of the various kinds of strategies and information that are available to him and the client for decisionmaking. Five sections are included after the introductory section, which briefly discusses evaluation of rehabilitation potential, the preliminary diagnostic study, the thorough diagnostic study, and extended evaluation of the client. Sections are titled Psychological Testing and Evaluation of Rehabilitation Potential, How to Develop and Establish a Training Program on Psychological Testing, The Counselor's Checklist for Reviewing Vocational Evaluation Programs, The Work Sample Approach in Vocational Evaluation, and Counselor Resources for Vocational Evaluation. The appendix provides a list of 44 questions which can be used as a checklist for the vocational evaluator, the vocational evaluation program, and the vocational evaluation process. (SH).

ED 169 351 CE 020 536

Jackson, Janette

Health Occupations—Dental Assistant. Kit No. 62. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—25p. ; For related document see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Allied Health Occupations Education, *Dental Assistants, *Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Information, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on a dental assistant are provided in this set of prevocational education materials which focuses on the vocational area of health occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to ten periods), activity goals, six instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication (e. g. appointment form)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing

each instructional objective (e. g. execute the proper transfer of instruments with the dentist). At the end of each set of instructions is a student check point (evaluation activity). An occupational description for a dental assistant concludes the document. (JH).

ED 169 352 CE 020 537

Jackson, Janette

Health Occupations—Operating Room Technician. Kit No. 63. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—19p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Allied Health Occupations Education, *Learning Activities, *Learning Modules, *Occupational Information, *Surgical Technicians, * Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on the operating room technician are provided in this set of prevocational education materials which focuses on the vocational area of health occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (two to five periods), activity goals, eight instructional objectives, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and a question sheet to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. put on a pair of gloves without touching the outside of the gloves). At the end of each set of instructions is a student check point (evaluation activity). An occupational description for a surgical technician concludes the document. (JH).

ED 169 354 CE 020 539

Conner, Connie

Office Occupations—General Clerical, Receptionist. Kit No. 65. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—27p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Behavioral Objectives, *Instructional Materials, *Learning Activities, *Learning Modules, *Office Occupations Education, *Receptionists, Occupational Clusters, Occupational Information, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on the general clerical worker/receptionist are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to seven periods), activity goals, five instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. write an outgoing letter, sort incoming mail). At the end of each set of instructions is a student check point (evaluation activity). An occupational description for a receptionist concludes the document. (JH).

ED 169 355 CE 020 540

Jackson, Janette

Health Occupations—Respiration Therapy Technician. Kit No. 66. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—27p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Allied Health Occupations Education, *Inhalation Therapists, *Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Information, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on respiration therapy technician are provided in this set of prevocational education materials which focuses on the vocational area of health occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to nine periods), activity goals, six instructional objectives, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and a question sheet to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. identify the parts of a nasal cannula, attach the nasal catheter to a mannequin and adjust the oxygen flow to two liters). At the end of each set of instructions is a student check point (evaluation activity). An occupational description for a respiratory therapist concludes the document. (JH).

ED 169 356 CE 020 541

Lanford, Frank

T & I—Plumbing. Kit No. 67. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—52p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set

of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Information, *Plumbing, *Trade and Industrial Education. Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on plumbing are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to eight periods), activity goals, three instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, masters for duplication (e. g. interview sheet, student checkpoint booklet), and a set of transparencies). The student activity guide focusing on the assembly of a garden sprinkler provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. cutting plastic pipe, drilling holes in the pipe, joining fittings). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a plumber, pipe cutter, and plumbing assembler-installer conclude the document. (JH).

ED 169 357 CE 020 542

Lanford, Frank
T & I—Gas Welding. Kit No. 68. Instructor's Manual (and) Student Learning Activity Guide.
Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—113p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Information, *Trade and Industrial Education, *Welding, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on gas welding are provided in this set of prevocational education materials which focuses on the occupational cluster of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to ten periods), activity goals, seven instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, masters for duplication (e. g. a handout on the proper setup and use of an oxygen-acetylene welding outfit, student checklist booklet) and a set of transparencies). The student activity guide, focusing on the production of a metal belt buckle, provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. cutting, shaping and deburring, drilling, welding, and finishing metal). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a gas welding-machine operator and a gas welder conclude the document. (JH).

ED 169 358 CE 020 543

McLean, Robert
Distributive Education—Product Information Fact Sheet. Kit No. 69. Instructor's Manual (and) Student Learning Activity Guide.
Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—17p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Distributive Education, *Evaluation Criteria, *Merchandise Information, *Occupational Information, *Salesmanship, *Sales Occupations, Behavioral Objectives, Instructional Materials, Learning Activities, Learning Modules, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on the product information fact sheet are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to nine periods), activity goals, four instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and a question sheet to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. list the needs and wants that a product will fulfill for a customer). At the end of each set of instructions is a student check point (evaluation activity). An occupational description for a salesperson concludes the document. (JH).

ED 169 359 CE 020 544

Munt, Linda
T & I—Radio and Television Repair. Kit No. 70. Instructor's Manual (and) Student Learning Activity Package.
Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—19p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Instructional Materials, *Learning Activities, *Learning Modules, *Radio, *Television Radio Repairers, *Trade and Industrial Education, Behavioral Objectives, Occupational Clusters, Occupational Information, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on radio and television repair are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets

arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to eight periods), activity goals, four instructional objectives, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and a sheet of questions to be duplicated). The student activity guide based on building a crystal set receiver, provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a radio repairer, tape-recorder repairer, and television and radio repairer conclude the document. (JH).

ED 169 360 CE 020 545

Munt, Linda

T & I—Electronics. Kit No. 71. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—58p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Electronics, *Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Information, *Trade and Industrial Education, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on electronics are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (eight to ten periods), activity goals, five instructional objectives, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to objective number 3, and a question sheet for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. recognize parts of a capacitor, assemble a proximity detector). At the end of each set of instructions is a student check point (evaluation activity). An occupational description for an electronics technician concludes the document. (JH).

ED 169 361 CE 020 546

Rankin, Louise

Distributive Education—Shadow Box Display. Kit No. 72. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—22p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Commercial Art, *Distributive Education, *Learning Activities, *Learning Modules, *Merchandising, *Occupational Information, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

Identifiers—Shadow Box Displays

An instructor's manual and student activity guide on shadow box display are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to seven periods), activity goals, six instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to objective number 1, and masters for duplication (e. g. display rating sheet)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instruction objective (e. g. identify the importance of displays, judge other students' shadow boxes). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a merchandise displayer, decorator, art director, display manager, and display designer conclude the document. (JH).

ED 169 362 CE 020 547

Rankin, Louise

Distributive Education—Advertising. Kit No. 73. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—35p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Advertising, *Commercial Art, *Distributive Education, *Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Information, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on advertising are provided in this set of prevocational education materials which focus on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to eight periods), activity goals, six instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication (e. g. old ads)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. match modern ads with old ads, identify good advertising principles). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for an art director, fashion artist, graphic designer, illustrator, and commercial designer conclude the document. (JH).

ED 169 363 CE 020 548

Simms, Barron

Agriculture—Soil Conservation. Kit No. 74. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—26p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agriculture, *Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Information, *Soil Conservation, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on soil conservation are provided in this set of prevocational education materials which focuses on the vocational area of agriculture. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to seven periods), activity goals, seven instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a laboratory tester, county-agricultural agent, and extension service specialist conclude the document. (JH).

ED 169 364 CE 020 549

Stewart, Ada

Office Occupations—Clerical—Calculators. Kit No. 75. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—37p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Behavioral Objectives, *Calculators, *Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Information, *Office Occupations Education, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on the clerical use of calculators are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to eight periods), activity goals, eleven instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for clerk typist, charge account clerk, credit clerk, and personnel clerk conclude the document. (JH).

ED 169 365 CE 020 550

Tant, Barbara

Distributive Education—Fashion Merchandising Wardrobe Coordination. Kit No. 76. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—34p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Behavioral Objectives, *Distributive Education, *Instructional Materials, *Learning Activities, *Learning Modules, *Merchandising, *Occupational Information, Fashion Industry, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on wardrobe coordination are provided in this set of prevocational education materials which focuses on the vocational area of distributive education (fashion merchandising). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements. title of activity, duration of activity (five to eight periods), activity goals, five instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a clothing designer, merchandise manager, custom tailor, and dressmaker conclude the document. (JH).

ED 169 366 CE 020 551

Terry, Carolyn

T & I—Cosmetology, Skin Care. Kit No. 77. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—44p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Cosmetology, *Instructional Materials, *Learning Modules, *Occupational Information, *Trade and Industrial Education, Behavioral Objectives, Learning Activities, Occupational Clusters, Prevocational Education, Teaching Guides
Identifiers—Skin Care

An instructor's manual and student activity guide on skin care are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry (cosmetology). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to nine periods), activity goals, instructional objectives (seven required plus one optional), related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a cosmetologist, cosmetologist apprentice, makeup artist, and masseur/masseuse conclude the document. (JH).

ED 169 367 CE 020 552

Wilson, Andy

T & I—Commercial Art. Kit No. 78. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—29p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Commercial Art, *Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Information, *Trade and Industrial Education, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on commercial art are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to nine periods), activity goals, eleven instructional objectives, related vocational clusters, and activity implementation (description, safety considerations, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for an art director, commercial designer, display designer, and industrial designer conclude the document. (JH).

ED 169 368 CE 020 553

Steele, Lloyd

T & I—Tile Setting. Kit No. 79. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—29p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Behavioral Objectives, *Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Information, *Trade and Industrial Education, Occupational Clusters, Prevocational Education, Teaching Guides
Identifiers—Tile Setting

An instructor's manual and student activity guide on tile setting are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to seven periods), activity goals, seven instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for tile setter (construction) and tile setter (manufactured buildings) conclude the document. (JH).

ED 169 369 CE 020 554

Steele, Lloyd

T & I—Brick Masonry II. Kit No. 80. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—46p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Bricklaying, *Learning Activities, *Learning Modules, *Masonry, *Occupational Information, *Trade and Industrial Education, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on brick masonry II are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to nine periods), activity goals, seventeen instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and il-

lustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a bricklayer supervisor (construction), bricklayer (brick and tile), bricklayer (construction), and firebrick and refractory tile bricklayer (construction) conclude the document. (JH).

ED 169 370 CE 020 555

Johnson, Theodore

T & I—Block Masonry. Kit No. 81. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—34p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Instructional Materials, *Learning Activities, *Learning Modules, *Masonry, *Occupational Information, *Trade and Industrial Education, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on block masonry are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations; world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to nine periods), activity goals, eleven instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for bricklayer supervisor, stonemason supervisor, bricklayer, and stonemason conclude the document. (JH).

ED 169 371 CE 020 556

Lake, Robert J.

T & I—Air Conditioning. Kit No. 82. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—32p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Air Conditioning Equipment, *Learning Activities, *Learning Modules, *Occupational Information, *Refrigeration Mechanics, *Trade and Industrial Education, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on air conditioning are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to eight periods), activity goals, ten instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for heat-transfer technician, air-conditioning-unit tester, and domestic air-conditioning installer conclude the document. (JH).

ED 169 372 CE 020 557

White, Jim

T & I—Machine Shop. Kit No. 83. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—68p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Hand Tools, *Learning Activities, *Learning Modules, *Machine Tools, *Occupational Information, *Trade and Industrial Education, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on the machine shop are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (thirteen to fourteen days), activity goals, twenty-two instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity and answer key). Occupational descriptions for a machinist, maintenance machinist, tool-machine set-up operator, and production-machine tender conclude the document. (JH).

ED 169 373 CE 020 558

Campbell, Creola S.

Office Occupations—Desk Accessories. Kit No. 84. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—49p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Information, *Office Occupations Education, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides
Identifiers—Desk Accessories

An instructor's manual and student activity guide on desk accessories are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to seven days), activity goals, seven instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication). The student activity guide is organized into six units: pencil holder, note pads, telephone directory, desk calendars, in-out boxes, and desk blotter. Step-by-step instructions (narrative and illustrations) for completing each instructional objective are provided. At the end of each set of instructions is a student check point (evaluation activity). Eight occupational descriptions (e. g. a collator operator, bindery worker, folding-machine operator) conclude the document. (JH).

ED 169 374 CE 020 559

Kinard, Sandra
Distributive Education—Marketing Functions. Kit No. 85. Instructor's Manual (and) Student Learning Activity Guide.
Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—28p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Distributive Education, *Instructional Materials, *Learning Activities, *Learning Modules, *Marketing, *Occupational Information, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on marketing functions are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to six periods), activity goals, five instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for sales occupations, a buyer, assistant buyer, sales clerk, route sales-delivery supervisor, sales route driver, and sales route driver-helper conclude the document. (JH).

ED 169 375 CE 020 560

Underwood, Earl
T & I—Arc Welding. Kit No. 86. Instructor's Manual (and) Student Learning Activity Guide.
Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—25p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Information, *Trade and Industrial Education, *Welding, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on arc welding are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to seven periods), activity goals, eleven instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for arc welders and cutters conclude the document. (JH).

ED 169 376 CE 020 561

Simmons, Mike
T & I—Air Conditioning, Refrigeration, and Heating—Heating Units. Kit No. 87. Instructor's Manual (and) Student Learning Activity Guide.
Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—30p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Heating, *Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Information, *Trade and Industrial Education, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on air conditioning, refrigeration, and heating units are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven voca-

tional offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to ten periods), activity goals, eight instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities and masters for duplication). The student activity guide is organized into three units: thermostats, warm air blower, and wall heaters. Step-by-step instructions (narrative and illustrations) for completing each instructional objective are provided. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a hot air furnace installer and repairer, heat-transfer technician conclude the document. (JH).

ED 169 377 CE 020 562

Walters, Brenda B.

Distributive Education—Fashion Show. Kit No. 88. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—57p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Distributive Education, *Fashion Industry, *Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Information, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on fashion shows are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to eight periods), activity goals, thirteen instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and materials for duplication). The student activity guide is organized into four parts: modeling; scenery, props, and lighting; theme, commentary, and music; and publicity and programs. Step-by-step instructions (narrative and illustrations) for completing each instructional objective are provided. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a display maker, model, salesperson, fashion coordinator, and buyer conclude the document. (JH).

ED 169 378 CE 020 563

Vaughan, Ellen C.

Distributive Education—Display. Kit No. 89. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—40p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Distributive Education, *Instructional Materials, *Learning Activities, *Learning Modules, *Merchandising, *Occupational Information, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides

Identifiers—Floor Displays

An instructor's manual and student activity guide on display are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to thirteen periods), activity goals, instructional objectives (twelve required; two optional), related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication (a series of questions to be answered about the occupational area and a rating sheet)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Descriptions for four occupations (display manager, display designer, display maker, and salesperson) conclude the document. (JH).

ED 169 379 CE 020 564

Lake, Robert J.

T & I—Graphics, Rubber Stamp. Kit No. 90. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—33p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Graphic Arts, *Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Information, *Trade and Industrial Education, Behavioral Objectives, Occupational Clusters, Prevocational Education, Printing, Teaching Guides

An instructor's manual and student activity guide on making a rubber stamp are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry (graphics). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (eight to twelve periods), activity goals, nine instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer keys to student check point activities, and masters for duplication (a sheet to be answered by the student relating to the occupational area and a student check sheet)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Descriptions for six occupations (e. g. engraver, print-shop helper, plate gager) conclude the document. (JH).

ED 169 380 CE 020 565

Conner, Connie

Data Processing—Flowcharting. Kit No. 91. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—26p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques--Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Data Processing, *Flow Charts, *Learning Activities, *Learning Modules, *Occupational Information, Office Occupations Education, Behavioral Objectives, Instructional Materials, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on computer flowcharting are provided in this set of prevocational education material which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to five periods), activity goals, five instructional objectives, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational information for a computer-peripheral-equipment operator concludes the document. (JH).

ED 169 383 CE 020 574

Youth Programs Models and Innovations.

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs

Pub Date—79

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Employment Programs, *Federal Programs, *Youth Programs, Demonstration Programs, Disabilities, Disadvantaged Youth, Experimental Programs, Job Development, Job Simplification, Program Descriptions, Unemployment, Youth Employment

Identifiers—United States

This report describes twenty federally funded youth employment program models and innovations. Each four-page description includes the following: program title, name of operating agency, project costs, source of funds, number of participants, unique program features, duration of grant, major program goals and objectives, prime sponsor, contact person, program description, administrative and staffing requirements, recruitment/client profile, outcomes to date, problems/progress, implementation hints, and general comments. Some representative program titles are the following: Coordinated Vocational Academic Education, Out-of-School Youth Cooperative Training Program, City Youth Employment Program, Restructuring Paramedical Occupations, Housing Authority Management Aide, Job Preparation Program, Training and Work Experience Project, and Placement Services for the Handicapped. (EM).

ED 169 386 CE 020 578

Doering, F. J.

Advisory Committees for Vocational Education in Wisconsin Agriculture Education. Bulletin No. 9403.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services

Pub Date—72

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Advisory Committees, *Agricultural Education, *Vocational Education, Administrator Guides, Secondary Education

Identifiers—Wisconsin

This booklet covers advisory committees in vocational education, particularly vocational agriculture. Focus is on the following topics: advisory committee defined, types of advisory committees or councils, suggested steps in organizing and implementing advisory committees, functions of advisory committees, suggestions and precautions in the effective utilization of advisory committees, why there has been reluctance in using advisory committees, and minutes of advisory committees (includes some sample minutes). A summary of a study done to determine the values of advisory councils for high school vocational agriculture programs is appended. (EM).

ED 169 387 CE 020 580

Introduction to Agronomy, Grain Crops, Weeds and Controls. A Learning Activity Pac in Agricultural Education Courses in Wisconsin.

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development. Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services

Pub Date—73

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Agricultural Education, *Agronomy, *Field Crops, *Grains Food, *Herbicides, *Vocational Education, *Weeds, Instructional Materials, Learning Activities, Learning Modules, Occupational Information, Secondary Education, Teaching Guides, Tests

Identifiers—Wisconsin

This learning activity pac contains information to help the teachers of high school vocational agriculture in the instructional area of agronomy. Each of the two main sections, grain crops and weeds and controls, includes teacher and student units for the section lessons. Teacher units include special instructions—equipment needed (film projector, screen), material needed (seed samples, contact paper), and media needed (filmstrips, texts, pamphlets); learning objectives; pre- and posttests; and answer keys. Student units contain learning objectives, learning activities, and a self-test. Additional learning activities are provided at the end of each student unit. In addition to these elements, the weeds and controls teacher unit includes a bibliography and the student unit contains a "find the word" puzzle. A short description of the pilot program which developed this package is also provided. (CT).

ED 169 392 CE 020 699

A Kit of Career Education Assessment and Evaluation Instruments. Second Edition. Bulletin Number 8094.

Wisconsin K-12 Career Education Consortium

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—300-76-0331

Note—127p

Pub Type—Tests, Questionaires, Evaluation instru ments (160). Reports—Research/Technical (143). Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Career Education, *Curriculum Evaluation, *Evaluation Methods, *Measurement Instruments, *Needs Assessment, *Summative Evaluation, Educational Assessment, Elementary Secondary Education, Program Evaluation, Questionnaires, Student Evaluation, Surveys

Developed by Wisconsin's K-12 Career Education consortium, this kit of career education assessment and evaluation instruments is divided into eight sections. Section 1 provides helpful notes on using the kit

and covers the following topics: program development, types of evaluation, organization of the instruments, modification of the instruments, reproduction of the instruments, analysis of results, reporting results, and selected references for career education evaluation. Section 2 provides guidelines for developing and utilizing career education assessment instruments. Section 3 describes the selected evaluation designs, and section 4 contains instruments for assessing career education needs. Sections 5 through 7 contain forms for evaluating career education materials, instruments for measuring career education processes, instruments for measuring career education outcomes. The final section provides additional information on published instruments used by the consortium. (BM).

ED 169 393 CE 020 742

Mietus, Walter S.

Teachers' Handbook for Exploring a Cluster of Work Values of Students, Parents and Teachers, on the Basis of Research Findings.

Maryland Univ. College Park. Dept. of Industrial Education

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Measurement Techniques, *Teaching Methods, *Values, *Work Attitudes, Career Choice, Comparative Analysis, Measurement Instruments, Parent Attitudes, Parent Background, Secondary Education, Student Attitudes, Teacher Attitudes, Teaching Guides, Vocational Interests

Identifiers—Maryland Work Value Inventory

Using data gathered from citizens in six Maryland counties, this teacher's handbook was developed to convert research findings into usable materials for the study of work values in secondary schools. The purpose of the handbook is to expose the student to various work attitudes, their sources, and their relationship to occupational choice and adjustment in an objective manner. This handbook consists of three chapters, and each is preceded by (1) a set of questions as preorganizers for the teachers, and (2) suggested concepts for study with the students. Chapter 1 describes the development of an instrument measuring values associated with work; chapter 2 describes the comparative study between vocational and non-vocational high school seniors, parents, and teachers on selected work values; chapter 3 explains the differences of attitudes toward work between groups of students categorized on the basis of parental occupations. The appendix includes the Maryland Work Value Inventory (MWVI) and a key which identifies each item in terms of which work value scale it evaluates. Suggested strategies for use of the handbook are included in the introductory material. (Author/BM).

ED 170 451 CE 018 582

Brolin, Donn And Others

Mainstreaming (Handicapped) Students in Vocational Education: An Administrator's Guide.

Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Missouri Univ. Columbia. Dept. of Counseling and Personnel Services

Pub Date—78

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—General (130)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Handicapped Students, *Mainstreaming, *Program Development, *Reference Materials, *Vocational Education, Administrator Guides, Classroom Environment, Definitions, Educational Assessment, Federal Legislation, Job Placement, Needs Assessment, Resource Teachers, Secondary Education, Staff Development

Identifiers—Missouri

Eight sections of information concerning vocational education for handicapped students are provided in this guide designed for administrators of vocational education programs. Section I presents an overview of three federal laws affecting vocational education. The identification of handicapped students by local school districts is discussed in section II. Included in this section are the Missouri definitions for handicapping conditions. The role and responsibility of a vocational resource educator (VRE) as a person who has expertise in special and vocational education is discussed in section III. A copy of a questionnaire and the analyses of results of a study undertaken to determine the need for a VRE are also provided in this section. Staff development considerations and suggestions are presented in section IV, while section V describes considerations for vocational programming for handicapped students. Also described are four exemplary vocational education programs in the United States. Considerations for mainstreaming students with handicaps are provided in section VI. Topics include the least restrictive environment, individualized education program (IEP), and accommodating students (eligibility requirements, physical environment, curriculum, time, and equipment). Legislation of hiring practices, job development, pre-employment skills, job placement, and followup are discussed in section VII. Finally, section VIII describes sources of assistance to aid in the process of mainstreaming. Missouri state and local resources are discussed. Also included is a list of national organizations. (JH).

ED 170 452 CE 018 584

Brolin, Donn And Others

Mainstreaming (Handicapped) Students in Vocational Education: A Resource Guide for Vocational Educators.

Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Missouri Univ. Columbia. Dept. of Counseling and Personnel Services

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Classroom Environment, *Handicapped Students, *Mainstreaming, *Program Development, *Resource Materials, *Vocational Education, Definitions, Educational Assessment, Federal Legislation, Job Placement, Program Evaluation, Reference Materials, Resource Teachers, Secondary Education, Teaching Guides, Teaching Methods

Identifiers—Missouri

Designed for vocational educators, seven sections of information concerning vocational education for students with handicaps are provided in this resource guide. Section I provides an overview of major federal legislation, the Individualized Education Program (IEP), and definitions of specific handicaps as defined by Missouri statutes. Section II describes the role and function of a vocational resource educator. Guidelines and considerations for vocational assessment and evaluation are presented in section III. Also included in this section is an annotated bibliography of various assessment instruments (aptitude, interest, and work evaluation). Section IV discusses four areas of concern for accommodating handicapped students: physical environment, curriculum, time requirements, and equipment and materials. Instructional considerations for teaching handicapped students are presented in section V. Topics include the IEP, preparing the classroom environment for mainstreaming, teaching techniques for specific handicapping conditions, classroom organization and management, and community and parent involvement. Section VI discusses job placement, employment, and follow-up. The concluding section contains a list of resource materials (books, guides, bibliographies) and a list of directories of services and materials. (JH).

ED 170 453 CE 018 651

Elias, John E. Smith, Marilyn Peter

Distributive Education. Getting a Job. Instructor's Curriculum.

Missouri Univ. Columbia. Instructional Materials Lab

Report No.—DE-16-I

Pub Date—79

Available from—Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Distributive Education, *Employment Interviews, *Instructional Materials, *Job Application, *Job Search Methods, *Learning Activities, *Portfolios Background Materials, Behavioral Objectives, Competency Based Education, Curriculum Guides, Job Skills, Lesson Plans, Secondary Education

Twelve lesson plans on getting a job are presented in this performance-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; pre-assessment instrument (group question and answer session); and unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e. g. transparency masters). Lesson plan topics include job applications (sample form included), job search methods, resume preparation, letters of application, employment interviews, and follow-up letter. The unit also contains a post-assessment (with answer key) related to the enabling objectives and a unit evaluation (student applies and is interviewed for an actual job). (JH).

ED 170 454 CE 018 652

Lankford, Dave Comte, Don

Distributive Education. Selling. Curriculum.

Missouri Univ. Columbia. Instructional Materials Lab

Report No.—DE-17-I

Pub Date—79

Available from—Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Distributive Education, *Instructional Materials, *Learning Activities, *Salesmanship, Behavioral Objectives, Competency Based Education, Curriculum Guides, Employment Opportunities, Ethics, Job Skills, Lesson Plans, Merchandising, Sales Occupations, Secondary Education

Nineteen lesson plans on selling are presented in this performance-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; pre-assessment instrument (essay test and answer key); and unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e. g. transparency masters). Lesson plan topics include the business cycle, sales persons characteristics, sales ethics, steps of a sale, customer psychology, salesperson—customer interaction; closing a sale, case studies, and career opportunities. The unit also contains a post-assessment related to the enabling objectives and a unit evaluation (student performs actual sales demonstration—rating sheet included). (CT).

ED 170 455 CE 018 653

Elias, John E. Smith, Marilyn Peter

Distributive Education. Human Relations on the Job. Curriculum.

Missouri Univ. Columbia. Instructional Materials Lab

Report No.—DE-18-I

Pub Date—79

Available from—Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Distributive Education, *Employer Employee Relationship, *Human Relations, *Instructional Materials, *Learning Activities, Behavioral Objectives, Competency Based Education, Curriculum Guides, Employee Attitudes, Job Skills, Lesson Plans, Secondary Education, Task Performance

Eighteen lesson plans on human relations are presented in this performance- based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; pre-assessment instrument (group question and answer session); and unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e. g. transparency masters). Lesson plan topics include employee-employer expectations, work habits, personal appearance, employee attitudes, company policies, job performance, and case studies. The unit also contains a post-assessment (with answer key) related to the enabling objectives and a unit evaluation (student's human relations skills are evaluated by employer on the job). (JH).

ED 170 456 CE 018 654

Graves, Katie Moss, Dennis

Distributive Education. Careers in Marketing. Instructor's Curriculum.

Missouri Univ. Columbia. Instructional Materials Lab

Report No.—DE-19-I

Pub Date—79

Available from—Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Awareness, *Career Planning, *Distributive Education, *Instructional Materials, *Learning Activities, *Marketing, Behavioral Objectives, Career Ladders, Career Opportunities, Competency Based Education, Curriculum Guides, Job Skills, Job Training, Lesson Plans, Secondary Education

Sixteen lesson plans on careers in marketing are presented in this performance-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; and unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e. g. transparency masters). Lesson plan topics include self-analysis, interest inventory, occupational information, job skills, job progression, personal inventory, career planning. The unit also contains a post-assessment (with answer key) related to the enabling objectives and a unit evaluation (student writes a project report on career goals). (CT).

ED 170 457 CE 018 655

Cook, Jay

Distributive Education Curriculum. Orientation to Distributive Education. Instructor's Guide.

Missouri Univ. Columbia. Instructional Materials Lab

Report No.—DE-21-I

Pub Date—79

Available from—Midwest Regional Center, State Department of Vocational & Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Distributive Education, *Instructional Materials, *Learning Activities, *Student Organizations, Behavioral Objectives, Competency Based Education, Curriculum Guides, Job Skills, Lesson Plans, Secondary Education, Vocational Education

Identifiers—Distributive Education Clubs of America

Seven lesson plans on orientation to distributive education and DECA are presented in this performanced-based curriculum unit for

distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; and unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e. g. transparency masters). Lesson plan topics include facts about vocational and distributive education, cooperative work programs, DECA (Distributive Education Clubs of America), duties of DECA officers, and DECA activities. The unit also contains a post-test with answer key related to the enabling objectives and a unit evaluation (role playing situation in which student explains distributive education and its benefits). (JH).

ED 170 458 CE 018 656

McCommon, Judy

Distributive Education. Parliamentary Procedure. Instructor's Curriculum.

Missouri Univ. Columbia. Instructional Materials Lab

Report No.—DE-22-I

Pub Date—79

Available from—Midwest Regional Center, State Department of Vocational & Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Distributive Education, *Instructional Materials, *Parliamentary Procedures, Behavioral Objectives, Competency Based Education, Curriculum Guides, Lesson Plans, Secondary Education, Student Organizations, Teaching Guides

Identifiers—Distributive Education Clubs of America

Twelve lessons plans on parlimentary procedure are presented in this performance-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; and unit outline (table of contents, time required for unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e. g. transparency masters). Lesson plan topics include conduct of meetings; order of business; types of committees; main subsidiary, incidental, and privileged motions; and actual meeting situations. The unit also contains a post-test, with answer key related to the enabling objectives and a unit evaluation (students conduct a meeting utilizing the principles of parliamentary procedure). (CT).

ED 170 459 CE 018 657

Donze, Jane And Others

Distributive Education. Communications. Instructor's Curriculum.

Missouri Univ. Columbia. Instructional Materials Lab

Report No.—DE-23-I

Pub Date—79

Available from—Midwest Regional Center, State Department of Vocational & Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Business Communication, *Communication Skills, *Distributive Education, *Instructional Materials, *Learning Activities, *Verbal Communication, Behavioral Objectives, Competency Based Education, Curriculum Guides, Job Skills, Lesson Plans, Secondary Education, Speech Communication

Sixteen lesson plans on communications are presented in this performance-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; preassessment instrument (with answer key); and unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e. g. transparency masters). Lesson plan topics include listening to and following directions; communication process; delegating authority; spelling, speaking, and writing; giving a speech; business introductions; and sales clerk-customer interaction. The unit also contains a post-assessment with answer key related to the enabling objectives and a unit evaluation (student will prepare and deliver a three to five-minute speech). (JH).

ED 170 460 CE 018 658

Wallace, William

Distributive Education. Mathematics. Instructor's Curriculum.

Missouri Univ. Columbia. Instructional Materials Lab

Report No.—DE-27-I

Pub Date—79

Available from—Midwest Regional Center, State Department of Vocational & Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Business Skills, *Distributive Education, *Instructional Materials, * *Learning Activities, *Mathematical Applications, *Mathematical Concepts, Behavioral Objectives, Competency Based Education, Curriculum Guides, Job Skills, Lesson Plans, Payroll Records, Secondary Education, Taxes

Eight lesson plans on mathematics are presented in this performance-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; preassessment instrument (with answer key); and unit outline (table of contents, time required for unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e. g. transparency masters). Lesson plan topics include rounding off numbers, decimals, percentages, figuring salaries, commissions, figuring sales tax, and discounts. The unit also contains a post-assessment with answer key related to the enabling objectives and a unit evaluation. (CT).

ED 170 461 CE 018 659

House, John Bruns, Joe

Distributive Education. Economics of Marketing. Instructor's Curriculum.

Missouri Univ. Columbia. Instructional Materials Lab

Report No.—DE-33-I

Pub Date—79

Available from—Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Distributive Education, *Instructional Materials, *Learning Activities, *Marketing, Behavioral Objectives, Competency Based Education, Curriculum Guides, Delivery Systems, Job Skills, Lesson Plans, Merchandising, Secondary Education

Twelve lesson plans on economics of marketing are presented in this performance-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; and unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e. g. transparency masters). Lesson plan topics include marketing concepts, key distribution activities, industrial and consumer markets, market segmentation, channels of distribution, types of distributive businesses, and consumer psychology. The unit also contains a post-

assessment with answer key related to the enabling objectives and a unit evaluation (student develops a marketing strategy). (JH).

ED 170 462 CE 018 660

Bussow, Larry Lindhardt, Fred

Distributive Education Curriculum. Human Relations in Marketing and Distribution. Instructor's Guide.

Missouri Univ. Columbia. Instructional Materials Lab

Report No.—DE-20-I

Pub Date—79

Available from—Midwest Regional Center, State Department of Vocational & Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Distributive Education, *Human Relations, *Instructional Materials, * *Learning Activities, *Marketing, Behavioral Objectives, Competency Based Education, Curriculum Guides, Employee Attitudes, Employer Employee Relationship, Job Skills, Lesson Plans, Secondary Education, Success, Values

Identifiers—Distributive Education Clubs of America

Twenty lesson plans on human relations in marketing and distribution are presented in this performanced-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; pre-assessment instrument (class discussion); unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e. g. transparency masters). Lesson plan topics include values clarification, occupational ranking, personality traits, employee attitudes, change, creativity, employer employee relationship, job success, and human relations problems. The unit also contains a post-assessment with answer key related to the enabling objectives and a unit evaluation (student completes the Organization Behavior Describer Survey). (CT).

ED 170 463 CE 018 666

Guide to Competency-Based Education for Business and Office Occupations. A Catalog of Bookkeeping/Accounting, Clerical/Secretarial, and Data Processing Skills Which Your Students Need to Get a Job and to Keep It.

New Mexico State Dept. of Education Santa Fe. Div. of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Behavioral Objectives, *Business Skills, *Competency Based Education. *Job Skills, *Occupational Information, *Office Occupations Education. Accounting, Bookkeeping, Career Development, Clerical Occupations, Course Content, Curriculum Guides, Data Processing Occupations, Employment Opportunities, Postsecondary Education, State Curriculum Guides, Vocational Education

Identifiers—New Mexico (Albuquerque)

This curriculum guide was developed to help administrators develop a competency-based postsecondary curriculum to prepare students for employment in business and office occupations. The content is in five sections. The first one introduces the concepts and techniques of competency-based education and includes some sample forms, such as student progress charts and instructor's schedules. Each of the next three sections presents the core competencies and job skills along with prerequisite knowledge (subject matter student must know to fulfill the competency) for one job cluster. The three job clusters covered are bookkeeping/accounting (includes bookkeeping clerk, full charge bookkeeper, accountant, and internal auditor/controller), data processing (includes key entry operator, data control clerk, data processing trainee, and programmer), and clerical/secretarial (includes receptionist clerk-typist, word processor, clerk-stenographer, secretary, and administrative secretary). An outline of the vocational competencies and liberal arts subjects required for an associate degree in secretarial administration is included. The last section covers the employment outlook for several occupations within the three job clusters and for each occupation includes a description of work, helpful personal traits, training, salary, and employment outlook in the United States, New Mexico, and Albuquerque. (EM).

ED 170 464 CE 018 799

Etaugh, Claire Kasley, Helen Czachorski

Evaluating Competence: Effects of Sex, Marital Status, and Parental Status.

Pub Date—77

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Bias, *Employment Qualifications, *Job Applicants, *Perception, *Sex Discrimination, *Social Discrimination, Comparative Analysis, Employed Parents, Evaluation Methods, Females, Job Skills, Males, Marital Status, Social Influences, Stereotypes

A study was conducted to examine the influence of a job applicant's sex, marital status, and parental status on evaluation of competence. One hundred eighty-four female and one hundred eighty-four male college students were given a completed job application and an article written by an applicant. The job applicant was described to the subjects in the following manner: for half of the subjects of each sex the applicant was designated as being a male and for the other half, a female; half of the applicants of each sex were described as married and half as single; half of the applicants in each of the two marital status categories were identified as having one child, and the other half as having no children; and all other information (birthdate, place of residence, educational background, and employment history) was identical for all applicants. Subjects answered eight evaluative questions concerning the competence of the applicant and the merits of the article. Females were devalued by both male and female subjects, but particularly by males. Applicants of both sexes who were married and childless were evaluated more favorably than applicants who were single and had a child. (Author/JH).

ED 170 467 CE 019 219

Shill, James F. And Others

Development and Testing of Criteria for the Identification and Selection of Mentally Handicapped Students for Vocational Programs (and) A Review of Related Literature Concerning Components of Systems and Studies That Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs (and) VERT: Vocational Education Readiness Test. Final Report.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007604315

Note—277p.; Some of the tests in Appendix B will not reproduce well due to being printed on colored paper

Pub Type—Tests, Questionaires, Evaluation instru ments (160). Reference Materials—Bibliographies (131). Reports—Research/Technical (143)

EDRS Price—MF01/PC12 Plus Postage

Descriptors—*Admission Criteria, *Learning Readiness, *Mild Mental Retardation, *Slow Learners, *Vocational Education, Access to Education, Annotated Bibliographies, Auto Mechanics, Basic Skills, Clothing, Curriculum Development, Electrical Occupations, Evaluation Methods, Home Economics, Information Dissemination, Job Skills, Mainstreaming, Masonry, Plumbing, Research, Secondary Education, Student Evaluation, Test Construction, Tests, Woodworking

Identifiers—Mississippi

A project was developed to (1) utilize a steering committee for project planning, review, and evaluation; (2) catalog, review, and analyze systems and studies that impact on identification/selection of mentally handicapped and slow learners for vocational programs; (3) design tests involving vocational skill prediction for use with mentally han-

dicapped and slow learners; (4) determine "success" norms obtained by mentally handicapped students in vocational programs; (5) determine feasibility of "special" vocational programs for mentally handicapped; (6) develop identification/selection criteria for mentally handicapped students entering Mississippi state-sponsored vocational programs; and (7) develop findings reports for regional and national dissemination. All objectives were realized (objectives 3 and 6 were combined), and a number of products were developed. Project products included in the appendixes are a general review of commercial evaluation systems' components, an annotated bibliography containing references to the educable mentally retarded (EMR) and slow learner, a vocational education readiness test (covering auto mechanics, basic wiring, carpentry, home economics—clothing, masonry, and plumbing), an instrument evaluation form, test standardization data (regular tenth graders and EMR examinees), a model for mainstreaming handicapped students, and other project materials. (CSS).

ED 170 471 CE 019 495

Feyock, Anthony J.

Job Analysis Schedule—Offset Press Operator (Multilith 1250 W) or Offset Duplicating Machine Operator.

Delaware Public Schools, West Grove, Pa

Pub Date—74

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Employment Qualifications, *Job Analysis, *Occupational Information, *Printing, Job Skills, Task Analysis, Task Performance

Identifiers—Offset Press Operator

This paper presents an analysis of the job performed by an offset press operator (alternate title is offset duplicating machine operator) of a Multilith 1250 W. First covered is work performed, as follows: prepares dampening unit for printing run, prepares inking unit for printing, readies printing plate for printing, sets up press for running, prepares entire printing unit for production and completes production run, and performs press washup at end of day or with change of color. Next discussed is the performance requirements regarding responsibility, job knowledge, mental application, and dexterity and accuracy. In conclusion the paper covers equipment, materials, and supplies; definition of terms; and general comments. (EM).

ED 170 472 CE 019 500

Latta, E. Michael

The North Carolina Story.

North Carolina State Advisory Council on Vocational Education, Raleigh

Pub Date—78

Pub Type—Historical Materials (060)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Advisory Committees, *Educational Responsibility, *Policy Formation, *State Boards of Education, *State Programs, *Vocational Education, Educational History, Federal Legislation, History, Postsecondary Education, Program Development, Secondary Education, State Action, State Legislation, Teacher Education

Identifiers—North Carolina, State Vocational Education Law, United States, Vocational Education Amendments 1968

Almost seventy years passed before vocational education was recognized in 1977 as a state function in North Carolina's public secondary schools, community colleges/technical institutes, and teacher education programs. Although the 1917 Smith-Hughes Act initiated vocational education, North Carolina education was primarily a local matter until the 1930s. In 1933, during the depression, laws were passed giving the state public education responsibilities. The state lacked an overall vocational education policy; programs were essentially "federal programs". Events, such as the 1937 George-Deen Act, the 1946 George-Barden Act, and establishment in 1950 of Industrial Education Centers, helped change the status quo. Significantly, in 1963 the federal Vocational Education Act and the State Community College Act were passed. The federal act encouraged the state to develop a vocational education policy. As a funding prerequisite, the 1968 Vocational Education Amendments required a state advisory council. In 1976 the council recommended a state program with federal assistance. In the same year the federal Vocational Education Act was passed. In 1977 the state passed a State Vocational Education Law including vocational education as an integral part of the educational process to be administered by the state board of vocational education. The board of governors also recognized vocational education's importance in their long range (1977-82) plans. (CSS).

ED 170 473 CE 019 501

Wright, J. B.

Forum 178: A Report of the 1978 Vocational Education Forum.

North Carolina State Advisory Council on Vocational Education, Raleigh

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Educational Needs, *Goal Orientation, *Program Development, *Public Opinion, *Vocational Education, Advisory Committees, Career Guidance, Community Colleges, Educational Television, Job Placement, Labor Market, Labor Needs, Needs Assessment, Postsecondary Education, Public Schools, Questionnaires, Relevance Education, Secondary Education, Surveys, Technical Institutes

Identifiers—North Carolina

Some 2,200 people assembled in seventy-six community meetings across North Carolina were surveyed on overall program goals of the 1978 State Plan for Vocational Education. Following a half-hour informative television program on vocational education activities and roles, opinions were ascertained on goals affecting North Carolina public schools, community colleges, and technical institutions. No hard data was obtained on participants' race or sex. Approximately 31% of the participants were local advisory committee (LAC) members; this population is known to be overrepresented by white males. Participants were asked to rank order eleven goals; data analysis revealed that the two top-rated goals were (1) to improve local planning to make program offerings correspond to the job market and to student interests and (2) to expand vocational guidance and job placement services. The issue of eliminating sex/racial bias in vocational education received a reasonably uniform response rate, indicating low importance perceived. (CSS).

ED 170 474 CE 019 502

Samet, Carolyn Wright, Jerauld B.

Local Advisory Councils on Vocational Education in North Carolina: A Profile.

North Carolina State Advisory Council on Vocational Education, Raleigh

Pub Date—78

Pub Type—Reports—Descriptive (141). Numerical/Quantative data (110)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Advisory Committees, *Participant Characteristics, *Program Development, *Questionnaires, *Role Perception, *State Surveys, *Vocational Education, Age, Community Colleges, Federal Regulation, Group Membership, Leadership Responsibility, Occupational Information, Postsecondary Education, Public Schools, Racial Composition, Reports, Research Projects, Secondary Education, Sex Characteristics, State Boards of Education, Surveys, Tables Data, Technical Institutes

Identifiers—North Carolina, United States, Vocational Education Amendments 1968

A study was conducted to (1) review state board of education procedures used in assuring that local advisory councils (LACs) are being used in preparing local plans; (2) develop a profile of LACs created to advise on 1978 plans; and (3) discover how LACs regard their role in local plan development for North Carolina vocational education in local schools (145 units) and community colleges/technical institutes (57 colleges). In a survey of LAC members 886 out of 1880 questionnaires were returned. The study concluded that the state board of education did require local recipients annual applications to show that a LAC had been established. A LAC profile revealed overrepresentation by white males and members of the education profession and underrepresentation of those under twenty-five. Most LAC members felt their primary role was to develop the local application and to provide information on local industrial needs. It is recommended that ap-

pointments to LACs should show more concern for race/sex/age composition, orient members to their expected role, include a membership representative of trades/professions taught in vocational programs, and balance membership between educational professionals and other professionals. (Appendixes contain assurance of advisory committee forms and LAC survey materials.) (CSS).

ED 170 475 CE 019 503

Latta, E. Michael Wright, Jerauld B.

A Call for Reform. Annual Report, 1978.

North Carolina State Advisory Council on Vocational Education, Raleigh

Pub Date—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Advisory Committees, *Educational Change, *Educational Policy, *State Boards of Education, *Vocational Education, Annual Reports, Community Colleges, Curriculum Development, Educational Finance, Federal Regulation, Inservice Teacher Education, Policy Formation, Postsecondary Education, Preservice Teacher Education, Program Effectiveness, Program Evaluation, Public Schools, Secondary Education, Technical Institutes

Identifiers—North Carolina, United States

In this North Carolina council on education report concerning vocational education in the state's public schools and community colleges/technical institutes three sections are presented: (1) North Carolina advisory council commendation and recommendations to the state board of education, (2) components of the council's annual evaluation report required by federal rules and regulations, and (3) components of the annual evaluation report recommended by the national association of executive directors. Vocational education recommendations in section 1 include reforms of the funding method, the curriculum development method, and the state's organization and capability to provide qualified personnel. Section 2, required by the federal government, contains, in the first of six items, results of the council's evaluation of the effectiveness of programs, services, and activities to meet state plan goals. The final section reviews the advisory council's progress with previous recommendations to the state board, the status of local advisory councils, and the status of the state occupational information coordinating committee. Appendixes contain the 1978 state executive order number 25 creating the North Carolina advisory council on education, a state board of education and North Carolina employment and training council resolution, and a state board of education and state advisory council agreement. (CSS).

ED 170 477 CE 019 602

Altschuld, James W. And Others

From Idea to Action: Career Guidance Plans of Rural and Small Schools. Research and Development Series No. 148.

Northern Michigan Univ. Marquette. School of Education. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007605052; G007605225

Note—275p. ; For related documents see CE 020 284 and ED 142 750-765

Available from—The National Center for Research in Vocational Education, National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($14.60)

Pub Type—Reports—Descriptive (141). Guides/Methods/Techniques—Non-Classroom Use (055). Collected Works—Serials (022)

EDRS Price—MF01/PC11 Plus Postage

Descriptors—*Career Counseling, *Guidance Programs, *Program Development, *Rural Schools, *Small Schools, Administrator Guides, Demonstration Programs, Field Studies, Postsecondary Education, Program Descriptions, Program Guides, Records Forms, Secondary Education

This handbook is designed to illustrate how nine rural schools, along with area postsecondary institutions, planned and implemented guidance and counseling programs and to help others similarly situated to do the same. It contains the ideas, strategies, obstacles, and accomplishments of field test sites in diverse geographic areas. This document is organized in the following manner. The introduction describes the parameters of the field test and the methodology behind the development of the handbook. Chapter 1 summarizes the results of the field test across the nine states and covers such topics as these: How did sites go about organizing planning committees? ; What roles did the planning committees actually plan in the program planning process? ; What unusual problems were there in coordinating program activities? ; To what extent did postsecondary and secondary educational institutions cooperate in this endeavor? ; How much time on the part of the coordinator is required? ; Did the involved sites contribute other resources to the planning process, and if so, what were they? Chapter 2 contains recommendations based upon the results of the field test. Chapters 3-11 are the reports and plans from the nine field test sites. The individual reports and plans are followed by a series of appendixes that contain such items as project interview and reporting forms. (Author/BM).

ED 170 479 CE 019 785

Gilli, Angelo C. Sr. Ed

Improving Vocational Education through Utilization of Advisory Committees.

Texas Southern Univ. Houston

Pub Date—78

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Collected Works—Proceedings (021)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Administrator Role, *Advisory Committees, *Program Development, *Program Evaluation, *Speeches, *Vocational Education, Administrator Guides, Check Lists, Cooperative Planning, Curriculum Development, Federal Legislation, Leadership Responsibility, Organization, Postsecondary Education, Program Improvement, Questionnaires, Secondary Education

Identifiers—Texas, United States

Proceedings of two workshops held to improve vocational education through advisory committees, along with an evaluation of each workshop, are presented. A format is included for a workshop for secondary vocational administrators and local advisory committee members and a workshop held for postsecondary vocational administrators and local advisory committee members. Objectives of each workshop, the pretest-posttest questions used to evaluate each objective, and test results are discussed. The major difficulties in the process of planning, conducting, and evaluating the workshops, along with suggestions for remediation, are given. The following papers presented to workshop participants are included: (1) "The Purposes and Functions of the Local Advisory Council," by Toley W. Hart; (2) "How to Motivate Vocational Educators to Work with Local Advisory Committees," by L. T. Hampton; (3) "How to Use Local Advisory Committees in Planning for New Facilities," by D. E. Talley; (4) "Ways to Maximize the Utilization of Local Advisory Committees," by Charles O. Whitehead; (5) "The Purpose and Function of Local Advisory Committee," by J. B. Whitely; and (6) "How to Use an Advisory Board for Course Curriculum Development," by Betsy Blair. (LRA).

ED 170 480 CE 019 832

Cannon, Francis R. And Others

A Study to Determine the Skills and Knowledges Required for Personnel in Business Data Processing Centers to Develop a Relevant Curriculum for Secondary Data Processing Programs and for Data Processing Programs in Teacher Education.

Shippensburg State Coll. Pa

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Pub Type—Tests, Questionaires, Evaluation instru ments (160). Reports—Research/Technical (143). Numerical/Quantative data (110)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Business Education, *Educational Background, *Employment Qualifications, *Equipment Utilization, *Personnel Needs, Computers, Curriculum Development, Data Processing Occupations, Employment Patterns, Job Skills, Needs Assess-

ment, Occupational Surveys, Office Machines, Programing Languages, Questionnaires, Secondary Education, Tables Data, Teacher Education, Vocational Education
Identifiers—Pennsylvania

To give those business and vocational educators involved in curriculum development a better understanding of data processing personnel requirements, a study was initiated to determine the status of data processing equipment and personnel in selected Pennsylvania businesses. Following a literature review, a questionnaire was developed, revised, and sent to 1,851 Pennsylvania businesses. Data analysis was based on 453 usable responses. Conclusions were drawn concerning the need for various occupations: keypunch operators, data entry operators, EAM operators, computer console operators, librarians (tape disk), business programmers, scientific programmers, systems programmers, and systems analysts. For example, it was determined that keypunch operators will be needed in the next five years in all standard industrial classification categories and in all sizes of businesses, and scientific programmers will be needed by a relative few; 76% show no need for increasing their scientific programming staff in the next five years. Additional conclusions were drawn concerning occupations' educational requirements, computer language usage, business size and needs, and equipment usage trends. Recommendations for business educators include (1) continue teaching data processing using unit record equipment; (2) equally emphasize skills and applications areas; (3) stress data processing concepts instead of hardware; and (4) build curriculum based on area and business needs. (CSS).

ED 170 482 CE 019 879

Druian, M. Gregory
The Frames of Training. Research, Evaluation and Development Paper Series No. 13.
Northwest Regional Educational Lab. Portland, Oreg
Pub Date—78
Pub Type—Information analyses/State-of-the-Art Materials (070). Collected Works—Serials (022)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Cognitive Processes, *Context Clues, *Interpersonal Relationship, *Learning Theories, *Transfer of Training, Behavior Change, Content Analysis, Human Relations, Interaction Process Analysis, Interpersonal Competence, Job Skills, Language Processing, Perception, Skill Development, Training Methods
Identifiers—Frame Analysis, Goffman (Erving)

In this paper, several issues related to the problem of transfer of training are set forth. The technique of frame analysis, developed by Erving Goffman, is presented as a way of bringing coherence to the formulation of problems related to transfer of training. Key concepts in Goffman's argument are explained, showing how those concepts pertain to training. An extended discussion of a sample training activity shows how frame analysis can help structure the activity for maximum transferability. Several implications of frame analysis for the conduct and structure of training are explored, and questions for further investigation are presented. (Author).

ED 170 483 CE 019 971

Padilla, Arthur H.
The Class of '74: Early Careers of Graduates from the Sixteen Campuses of the University of North Carolina.
North Carolina Univ. Chapel Hill
Pub Date—76
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*College Graduates, *Curriculum Evaluation, *Educational Experience, * *Employment Statistics, *Job Satisfaction, *Vocational Followup, Family Characteristics, Followup Studies, Graduate Surveys, Higher Education, Income, Job Search Methods, Student Attitudes, Underemployment
Identifiers—University of North Carolina

A study was conducted of post-graduation activities of 1974 graduates of the sixteen constituent institutions of the University of North Carolina (UNC). Data was gathered on what the graduates were doing one-and-a-half years after graduation. The study provided information about their employment situation, their job satisfaction and the general use of "underemployment," and their assessment of the effectiveness of the curriculum and of various services at their alma mater. Some of the findings include the following: (1) graduates of UNC institutions seemed to be well satisfied with their educational experiences and with their jobs; (2) the unemployment rate for UNC graduates is in the aggregate the same as that for young college graduates nationally; (3) significant and sizable earnings and employment differentials exist between male and female graduates; (4) bachelor's graduates of the five predominantly black institutions reported starting salaries either the same as or slightly higher than the salaries of graduates of the traditionally white master's-and bachelor's-granting campuses; (5) most graduates learned about their jobs either through direct contact with their employers or through friends and relatives; (6) about 16% of all the 1974 bachelor's graduates were continuing their formal education; and (7) students completing their baccalaureate degrees scored higher as a group on standardized tests than students who did not graduate. (BM).

ED 170 484 CE 019 973

Nelson, Anne H.
The One World of Working Women. Monograph No. 1.
Bureau of International Labor Affairs (DOL), Washington, D.C.
Pub Date—78
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00324-6)
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Employed Women, *Equal Opportunities Jobs, *International Law, *International Organizations, *Labor Legislation, *Sex Discrimination. Affirmative Action, Developed Nations, Discriminatory Legislation, Employment Opportunities, Employment Problems, Females, Global Approach, Labor Force, Labor Problems, Leadership, Males, Networks, Political Power, Power Structure, Research Reports, Unions, Wages, World Affairs, World Problems
Identifiers—Common Market (Europe), International Labour Organisation, Sweden, United Nations, United States

Women of many nations, particularly the industrialized countries, are achieving greater opportunity and equality in the working world. The rate at which women are joining the work force has confounded all predictions and created unexpected difficulties in securing equal pay and access to jobs and training. The most direct discrimination, separate wage scales for men and women, has been resolved for most occupations in the industrialized countries. Yet women's earnings remain substantially lower than men's. Sweden is regarded as a model for other countries because it considers married women an important source of labor and has made provisions to accommodate them in the labor force. International organizations have given increasing attention to women's employment issues. The International Labor Organization has emphasized education and training for women and a review of the effects of social security systems on women. The United Nations has provided for development of regional plans to achieve equality for women and to integrate women into their nation's development efforts. In general, labor unions have moved as slowly as employers in pressing for equal treatment for women. Working women's networks, formal and informal contacts among women for advice and assistance, are becoming an important force internationally. (LMS).

ED 170 485 CE 020 013

Mangum, Garth Walsh, John
Employment and Training Programs for Youth: What Works Best for Whom.
National Council on Employment Policy (DOL), Washington, D.C.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs
Pub Date—78
Contract—DL-81-11-71-09
Note—215p. ; Not available in hard copy due to light print in the original document
Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Employment Programs, *Job Training, *Program Design, *Program Effectiveness, *Youth Employment, *Youth Programs, Career Counseling, Disadvantaged Youth, Employment Statistics, Evaluation Criteria, Minority Groups, Program Administration, Program Descriptions, Program Evaluation

Using a synthesis of available literature written between 1960 and 1977, the study reported in this document focuses on the assessment of (1) employment and training services for youth; (2) techniques which have been used in providing employment and training services to youth; (3) administrative practices which have either enhanced or vitiated employment and training services for youth; and (4) services designed for specific target groups, such as minority youth or the handicapped. This study is divided into ten chapters. Chapter 1 explores the realism of the criteria which are often applied to the evaluation of youth programs. Chapter two contains an analysis of youth unemployment statistics and a description of the modern milieu in which employment and training programs for youth are conducted. Chapter three discusses techniques used by program administrators to reach certain target groups and the techniques used in their needs. Chapter 4 considers the strategy of subsidized employment as the major attempt to alleviate youth unemployment. In-school programs, both training and employment, are covered in chapter 5. Chapter 6 covers three types of on-the-job training. The effectiveness of employment and personal counseling and various techniques for supplying placement services are discussed in chapters 7 and 8, respectively. Chapter 9 focuses on what works for specific target populations, and chapter 10 summarizes the implications of the study's findings for future policy with respect to employment and training programs for youth. Each of the major component chapters (3-8) concludes with a section on program design. (BM).

ED 170 486 CE 020 044

Staines, Graham L. And Others
Wives' Employment Status and Marital Adjustment: Yet Another Look.

Pub Date—77
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Adjustment to Environment, *Employed Women, *Employee Attitudes, *Interpersonal Relationship, *Marriage, *National Surveys, Comparative Analysis, Family Influence, Females, Homemakers, Job Satisfaction, Males, Marital Instability, Marital Status, Mother Attitudes, Mothers, Social Science Research, Statistical Analysis

The effects of wives' employment status on wives' and husbands' evaluations of their own marital adjustment were examined in two recent national surveys. Working wives whose husbands also work reported having wished they had married someone else and having thought of divorce significantly more often than housewives but did not score significantly lower on ratings of marital satisfaction or marital happiness or on four other specific components of marital adjustment. Wives' employment status did not significantly affect husbands' reports of marital adjustment. The negative effects of wives' employment on wives' reports of marital adjustment were then found to be restricted specifically to mothers of preschool children and to wives with less than a high school diploma. No empirical support emerged for two major hypotheses to account for the negative effects of wives' employment on wives' marital adjustment in these two subgroups, one hypothesis concerning wives' role load and the second concerning wives' and husbands' attitudes toward wives' employment. There was some evidence, however, that these factors are moderators of the negative effects of wives' employment on wives' marital adjustment, in particular, that high role load moderates the negative effects of employment among mothers of preschool children. (References, footnotes, and statistical tables are appended.) (Author).

ED 170 488 CE 020 113

Collett, Dave
Curriculum Evaluation Project. Final Report.
Alberta Dept. of Education, Edmonton. Planning and Research Branch
Pub Date—78
Pub Type—Reports—Research/Technical (143).
Reports—Descriptive (141)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Curriculum Evaluation, *Demonstration Programs, *Evaluation Methods, *Program Effectiveness, *Vocational Education, Academic Achievement, Career Planning, Curriculum Development, Curriculum Problems, Evaluation Needs, Failure, Grade 11, High Schools, Longitudinal Studies, Models, Pilot Projects, Program Descriptions, Research Needs, Success, Vocational Followup
Identifiers—Alberta

A longitudinal study was undertaken in Alberta to pilot an evaluation model which was devised by Robert E. Stake and which could provide feedback on the merit and effectiveness of vocational education in the provincial high school curriculum. Using both student records and questionnaires administered to the students, information was gathered over an eight-year period ending in 1977 about 2,754 students who were in grade 11 in 1970. The study focused on the following areas: course selection and student programs, occupational achievements, student evaluation of present curriculum, and student recommendations for future directions in curriculum. Areas found to be in need of further research, development, and evaluation included (1) modern languages and fine arts; (2) dropout rates from business education, science, and second languages; (3) language laboratories and library research; (4) counselling services; (5) extracurricular programs; (6) experiential work programs and preparation for the world of work; and (7) the division of the school year into semesters. Besides identifying problem areas and indicating program effectiveness, the results of this study provided curriculum planners and resource allocators with guidance in future curriculum directions and emphasis. It was recommended because of the success of this pilot project that an ongoing evaluation program be established in the province. (ELG).

ED 170 489 CE 020 115

Business and Management Development Training Program for Hispanic Women. Final Report.
Miranda (L.) and Associates, Washington, D.C.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—76
Contract—300-75-0236
Note—323p. ; Some sections of this document may not reproduce well due to broken type
Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC13 Plus Postage
Descriptors—*Administrator Education, *Business Administration, *Females, *Management Development, *Program Evaluation, *Spanish Americans, Administrators, Communication Skills, Educational Programs, Employed Women, Individual Development, Leadership Training, Minority Groups, Money Management, Motivation, Nontraditional Occupations, Program Descriptions, Program Development
Identifiers—District of Columbia

A program was conducted to develop and motivate minority women, in particular Hispanic origin women, in the Washington, D.C. metropolitan area to participate in business ownership and management. Offered at no cost to participants, the training program sought to equip potential managers with information and techniques in the fundamental management skills common to functioning competently in a business ownership, corporate management, or personal life management situation. Trainees learned functional skills in motivation and personal development, communications, essentials of management process, and financial management. Field study was incorporated in the overall training program. The course consisted of fifteen sessions (sixty hours, including the field training). Forty-nine participants started the course and forty-three completed it, representing an 87 percent retention rate. Evaluations indicated that participants' needs were addressed; levels of enthusiasm and participation were markedly high; content and materials were considered extremely valuable and practical; learned concepts were applied; and individual participants experienced attitudinal and behavioral changes. Appendixes include a needs assessment, examples of handouts, a bibliography, a sample student module, evaluations, and examples of media coverage. (Author/LMS).

ED 170 490 CE 020 121

Curriculum Development for Bilingual Vocational Education: Materials Modification & Translation. (Volume I).

New York Univ. N.Y. Dept. of Technology and Industrial Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G007604316

Note—159p. ; For a related document see CE 020 120 ; Not available in hard copy due to colored background

Pub Type—Tests, Questionaires, Evaluation instru ments (160). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Bilingual Education, *Curriculum Development, *Material Development, *Needs Assessment, *Translation, *Vocational Education, Curriculum Guides, Educational Change, Educational Needs, Elementary Secondary Education, Field Studies, Language Instruction, Postsecondary Education, Puerto Ricans, Rating Scales, Teaching Guides

Identifiers—Haitians, United States

Prepared for bilingual vocational curriculum specialists, this volume presents eight modules to aid in curriculum development. The first module defines and explores the subject of bilingual vocational education and outlines six models (informal, supplementary, transitional, two-way, gradual, and open) of bilingual education. To illustrate the first of several major steps taken in the preparation of curriculum materials, module 3 provides a needs assessment questionnaire and guidelines. Module 3 also contains a discussion of and a chart for materials analysis. The module following deals with how modifications of learner materials can be made in seven categories (content, objectives, illustrations, activities, format, organization, and language). Module 5 reviews steps in the translation process and suggests ways of avoiding translation pitfalls, assessing translation, and determining textbook readability. Module 6 discusses making preliminary decisions about material production. Also covered in some detail are processes that go into producing printed copies. To examine the materials effectively, module 7 introduces a two-part field testing procedure: collection of information from students and teacher's classroom use of bilingual materials and information analysis for materials revision. A needs assessment questionnaire is provided. The final module contains resource references followed by a glossary. The appendixes include background information on some New York Haitian and Puerto Rican populations. (CSS).

ED 170 491 CE 020 128

Clark, Donald L. And Others

Bilingualism and Vocational Concept Learning. A Study of the Acquisition of Vocational Concepts by Bilingual Students in Vocational Education Programs. Final Report.

Texas A and M Univ. College Station. Coll. of Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—77

Contract—G007604053

Note—222p

Available from—Center for Career Development and Occupational Preparation, College of Education, Texas A&M University, College Station, Texas 77843

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Bilingual Education, *Instructional Materials, *Spanish Speaking, *Vocational Education, Concept Teaching, Educational Research, Language Research, Lesson Plans, Mexican Americans, Project Applications, Research Projects, Teaching Methods, Translation

Identifiers—Texas

This document reports the outcomes of a research project which investigated the effects of bilingualism on vocational concept formation. It focuses more on the broad application of the research than on the technical presentation and analysis of the data. The report is divided into five principal chapters: (1) bilingualism and vocational education, (2) a review of concept learning, (3) procedures used in the study, (4) presentation of the findings, and (5) application of the study. Chapter 1 includes a discussion concerning education and the Mexican-American community in Texas. Chapter 2 discusses such topics as concept learning in the classroom and variables affecting concept learning (learner and learning situation characteristics). Teaching concept formats are presented in chapter 3, such as lesson plans, development of instructional materials, tests, and translation of materials from English to Spanish. Chapter 4, results of the study, includes data tables and explanations of sub-studies within the main project. The application and implications of the data presented in chapter 4 are discussed in chapter 5. A list of references and vocabulary words are included in the report along with appended materials used in the study: visuals, test instruments, and scripts for instructional materials (English and Spanish versions). (CT).

ED 170 492 CE 020 143

Drewes, D. W. And Others

State Planning for the Delivery of Vocational Education to Special Populations: A State of the Art Report. Volume 1: Planning Procedures. Interim Report.

Conserva, Inc. Raleigh, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Div. of Research and Demonstration

Pub Date—79

Contract—300-78-0586

Note—135p. ; For a related document see CE 020 144

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Descriptive (141). Reports—Research/Technical (143)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Delivery Systems, *Educational Planning, *Research, *Special Education, *Statewide Planning, *Vocational Education, Models, Needs Assessment, Objectives, Policy Formation, Resource Allocation, State of the Art Reviews

Identifiers—Management Evaluation Review of Quality

Intended for vocational education planners, administrators, or representatives of special population groups, this state-of-the-art report provides a comparative analysis of procedures which typify state-level planning for special needs. The introduction provides a brief account of the historical evolution of the concern for those with special needs and the emergence of planning as an approach to the allocation of resources. The merger of these themes in the present vocational legislation is discussed and a planning model, Management Evaluation Review of Quality (MERQ), is presented as an organizing framework. The methodology used for the identification and review of materials for this report are presented in the next chapter. The five chapters following respectively titled, Policy Development, Needs Assessment, Formulation of Goals and Objectives, Identification of Programs, Services, and Activities, and Resource Allocation, describe the state of the art with respect to planning for special populations. Each chapter is devoted to one of the topical components of the MERQ planning model (with the exception of goal-setting and development of objectives, which are taken together). Provided in each of these five chapters are a brief discussion of the meaning and implication of the particular planning component for special populations, a description of the procedures and practices considered to exemplify the current state of the art for that component, and a conclusion which reviews and discusses the comparative strengths, limitations, and problems encountered in using various generic procedures. The final chapter summarizes and presents conclusions about the problems, factors, and issues which characterize the planning for special populations. (JH).

ED 170 493 CE 020 144

Heath, Walter D. Oglesby, Elizabeth H.

State Planning for the Delivery of Vocational Education to Special Populations: A State of the Art Report. Volume II: Annotated Bibliography. Interim Report.

Conserva, Inc. Raleigh, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Div. of Research and Demonstration

Pub Date—79

Contract—300-78-0586

Note—121p. ; For a related document see CE 020 143

Pub Type—Information analyses/State-of-the-Art Materials (070).

Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Delivery Systems, *Educational Planning, *Special Education, *Statewide Planning, *Vocational Education, Abstracts, Annotated Bibliographies, Models, Needs Assessment, Objectives, Policy Formation, Resource Allocation, State of the Art Reviews
Identifiers—Management Evaluation Review of Quality

Documents pertaining to the planning of vocational education programs and services for special populations are provided in this annotated bibliography. Entries are arranged alphabetically by author within each of seven sections: (1) planning approaches, (2) policy development, (3) needs assessment, (4) formulation of goals and objectives, (5) identification of programs, services, and activities, (6) allocation of funds, and (7) related documents. Sections 2-4 contain citations of documents related to one or more components of the instrumentation used in the Bureau of Occupational and Adult Education Management Evaluation Review of Quality (MERQ) model for state-level planning. Section 1 contains documents that relate to general planning approaches or models which could be applied to special populations and section 7 contains general background information on special populations. Immediately following section 7 is a title index of the annotations presented. (JH).

ED 170 494 CE 020 191

Walsh, E. Michael Reynolds, R. John
The School of Technical Careers Baccalaureate Program: A Follow-Up Study of Graduates of 1974 and 1975.
Southern Illinois Univ. Carbondale. School of Technical Careers
Pub Date—76
Pub Type—Reports—Research/Technical (143). Reports—Evaluative/Feasibility (142). Numerical/Quantative data (110)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Employment, *Employment Potential, *Graduate Surveys, *Job Placement. *Job Training, *Questionnaires, College Graduates, Followup Studies, Higher Education, Program Evaluation, Tables Data, Technical Education, Technical Institutes
Identifiers—School of Technical Careers IL, Southern Illinois University

A follow-up study of the first two graduating classes (1974 and 1975) of the School of Technical Careers (STC) Baccalaureate Program was conducted. Questionnaires were sent to eighty-seven graduates (of ninety) who had United States addresses on file. Questions pertained to current labor market status, current occupation, first job after graduation, and evaluation of the STC Baccalaureate Program. Sixty-one graduates responded, and the results of the study include the following: (1) all STC graduates were either employed or in school, none were unemployed; (2) graduates were in jobs related to their majors; (3) graduates assessed their career potential as definite; (4) their earnings were comparable to other college graduates; and (5) STC graduates were satisfied with their occupational preparation. (JH).

ED 170 495 CE 020 192

Walsh, E. Michael
The School of Technical Careers Baccalaureate Program: A Follow-Up Study of Graduates of 1976 and 1977.
Southern Illinois Univ. Carbondale. School of Technical Careers
Pub Date—78
Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110). Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Employment, *Employment Potential, *Job Placement, *Job Satisfaction. *Job Training, *Questionnaires, College Graduates, Followup Studies, Graduate Surveys, Higher Education, Program Evaluation, Tables Data, Technical Education, Technical Institutes
Identifiers—School of Technical Careers IL, Southern Illinois University

A followup study of the 1976 and 1977 graduates of the School of Technical Careers (STC) Baccalaureate Program was conducted. Questionnaires were mailed to 214 graduates for whom the Alumni Office had current addresses. For the 113 questionnaires returned, major conclusions include the following: (1) approximately 97 percent of the graduates were employed or in military service; (2) over 60 percent had jobs related directly to their major; (3) over 60 percent assessed their career potential of their job as definite; (4) graduates with jobs requiring a bachelor's degree had more satisfying jobs; (5) nearly 80 percent would enter the STC Baccalaureate Program if they had it to do over again; and (6) graduates assessed their college education as at least moderately effective in helping them acheive goals not typically associated with career preparatory programs. (JH).

ED 170 496 CE 020 193

Andrechak, Michael Walsh, E. Michael
The School of Technical Careers Baccalaureate Program: A Study of Inactive Students.
Southern Illinois Univ. Carbondale. School of Technical Careers
Pub Date—78
Pub Type—Reports—Research/Technical (143). Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Comparative Analysis, *Dropout Characteristics, *Dropouts, *Followup Studies, *Program Evaluation, Dropout Attitudes, Dropout Research, Employment, Grade Point Average, Postsecondary Education, Technical Institutes
Identifiers—School of Technical Careers IL, Southern Illinois University

A study of 215 inactive students (1973 to the end of the summer semester 1977) of the School of Technical Careers (STC) Baccalaureate Program was conducted to answer three questions: (1) How do inactive students differ from graduates? ; (2) Why did they leave the Baccalaureate Program? ; and (3) What have they done since leaving the program? Major conclusions of the study include the following: inactives expressed a satisfaction with the program, and most said they left because of financial considerations or personal reasons; inactives tended to have different academic backgrounds from most graduates, as the typical inactive had transferred from either another school or a non-STC department; while the academic potential of inactives and graduates was similar, inactives tended to have a lower grade point average; and since leaving the program, few inactives have continued their education. (JH).

ED 170 499 CE 020 220

McBain, Susan L.
Career Development Program. Akron Public Schools, Akron, Ohio. A Submission to the Joint Dissemination Review Panel.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Report No.—AIR-66700-4/78-TR1(1)
Pub Date—78
Contract—300-77-0303
Note—12p. ; For related documents see ED 162 098 and CE 020 214-215
Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Career Development, *Career Education, *Evaluation Methods, *Program Effectiveness, *Program Evaluation, Curriculum Development, Educational Finance, Educational Objectives, Elementary Secondary Education, Learning Activities, Program Content, Program Costs, Program Descriptions, Program Development, Program Validation, Validated Programs
Identifiers—Career Development Program

One of seven career education programs chosen for nationwide dissemination by the Department of Health, Education, and Welfare's Joint Dissemination Review Panel (JDRP), the Career Development Program is being conducted for grades K-10 in Akron, Ohio. For the years 1971-75, it received funding from federal, state, and local sources. Based on the Ohio Career Development Model, it seeks to familiarize students with seven areas: the self, economics, the world of work, decision-making, the individual and the environment, education and training, and employability and work adjustment. In grades K-6, curriculum activities were selected for career motivation,

in 7-8 for career orientation, and in 9-10 for career exploration. To evaluate the program's effectiveness, cognitive and affective tests were administered to 250 non-program students at four different grade levels. Besides comparisons between participating and non-participating students, subgroup comparisons were made according to sex, racial background, and academic orientation. Because of the large number of students tested and the consistent results achieved, the program is considered to be educationally meaningful, effective in achieving its goals, and an important educational effort. (The review process that this and the other six projects underwent prior to JDRP submission and approval is described in CE 020 214-215.) (ELG).

ED 170 506 CE 020 271

Abramson, Theodore

Instructional Support System—Occupational Education II. ISSOE Automotive Mechanics Content Validation.

City Univ. of New York, N.Y. Center for Advanced Study in Education

Spons Agency—New York State Education Dept. Albany. Div. of Occupational Education Instruction

Report No.—CASE-31-78

Pub Date—78

Contract—VEA-78-3C-878

Note—114p

Pub Type—Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Auto Mechanics, *Content Analysis, *Curriculum Evaluation, *Systems Analysis, *Task Analysis, Career Education, Instructional Systems, Military Training, Program Evaluation, Trade and Industrial Education

Identifiers—Department of Defense, Instructional Support System Occupational Educ, Vocational Technical Consortium States

A study was conducted to validate the Instructional Support System-Occupational Education (ISSOE) automotive mechanics curriculum. The following four steps were undertaken: (1) review of the ISSOE materials in terms of their "validity" as task statements; (2) a comparison of the ISSOE tasks to the tasks included in the V-TECS Automotive Mechanics catalog; (3) a comparison of the ISSOE tasks and the tasks contained in the Military Occupational Survey for Wheel Vehicle Mechanics; and (4) a similar comparison with the tasks included in the Soldier's Manual for Wheel Vehicle Mechanic. An initial review of the ISSOE materials found that 69% of the ISSOE tasks met task analysis criteria. The percentage of agreement of the three comparisons ranged from 66% to 75%, indicating substantial agreement in some of the major areas included in ISSOE and the three other lists. According to the study, ISSOE suffers only from lack of functional organization and some errors in level of specificity, duplication, improper statement of task, and perhaps some shortcomings in coverage. Two recommendations were made: (1) some of the ISSOE materials in other content areas should be subjected to analyses like this one; and (2) field surveys for some of the ISSOE materials similar in nature to the U.S. Army Survey should be undertaken to verify the findings of the earlier content validation. (CT).

ED 170 507 CE 020 295

Much More Could Be Done for Veterans in Employment and Training Programs. Report by the Comptroller General of the United States.

Comptroller General of the U.S. Washington, D.C.

Report No.—HRD-78-166

Pub Date—78

Pub Type—Reports—Evaluative/Feasibility (142). Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Employment Programs, *Employment Services, *Job Applicants, *Program Improvement, *Services, *Veterans, Change Strategies, Federal Legislation, Job Search Methods, Job Training, Labor Force, Problems, Program Development, Program Evaluation, Unemployment

Identifiers—Comprehensive Employment and Training Act, Department of Labor, United States

Improvement is needed in services offered by the Comprehensive Employment and Training Act (CETA) and the U.S. Employment Service programs to give designated classes of Armed Forces veterans special treatment. This finding is based on reviews of six city programs and national program data. "Special treatment," although required, was not defined in the act or implementing regulations. It was found that (1) sponsors' program plans varied considerably in describing special consideration provisions; (2) labor statistics on veterans served by programs were inflated; and (3) CETA and employment service program coordination was inadequate. To address these problems, some General Accounting Office recommendations to the Labor Secretary were to establish special treatment guidelines for various veteran categories; revise reporting requirements to eliminate duplicate counting of veteran participants; and direct labor regional officials to give increased emphasis to assuring that sponsors and subgrantees list all public service jobs with the Employment Service. Other recommendations were made because it was found that the U.S. Employment Service programs (regular employment service, disabled veterans outreach, on-the-job training, and mandatory job listing) have not assisted veterans to the degree they could have. Generally, the Labor Department agreed with most recommendations, but disagreed with the recommendation that veterans should frequently visit local Employment Service offices. (CSS).

ED 170 508 CE 020 313

Polit, Denise And Others

Utilization of Women in Industrial Career Fields. Final Report for Period 14 March 1977-28 April 1978.

Boston Coll. Chestnut Hill, Mass. Lab. for Statistical and Policy Research

Spons Agency—Air Force Human Resources Lab. Brooks AFB, Tex. Personnel Research Div

Report No.—AFHRL-TR-78-48

Pub Date—79

Contract—F33615-77-C-0031

Note—162p.; Not available in hard copy due to light print in the original document

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Research/Technical (143). Reference Materials—Bibliographies (131)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Affirmative Action, *Blue Collar Occupations, *Employed Women, *Military Personnel, *Personnel Selection, Annotated Bibliographies, Change Strategies, Employment Opportunities, Employment Practices, Equal Opportunities Jobs, Females, Industrial Personnel, Industrial Training, Literature Reviews, Males, Nontraditional Occupations, Pilot Projects

Identifiers—Air Force

To expand the use of women in nontraditional industrial careers, the U.S. Air Force examined the questions of recruiting, selecting, and training women for traditionally male blue collar work. An extensive review of the literature revealed that little empirical data on the effectiveness of various administrative policies had been collected. The Air Force also collected original data concerning civilian policies on the use of women in nontraditional industrial careers. A pilot study was performed in which information was collected from three industrial corporations employing a significant number of women in skilled industrial jobs; questionnaires were administered to personnel administrators, frontline supervisors, and managers. Based on the literature review, the data analysis, and recommendations by respondents in the pilot study, it was recommended that the Air Force (among other things) (1) offer extensive counseling to new recruits and enlisted women, (2) emphasize the positive aspects of nontraditional jobs such as good pay and job security, (3) sensitize key personnel to Air Force policies affecting women, (4) communicate Air Force policies concerning women in a highly visible manner, (5) eliminate sexist language from all Air Force communications, and (6) perform an organizational audit to gather data on Air Force policies affecting women and identify where the biggest problem areas are. (Appended are a partially annotated bibliography, the methodology for the literature review, and the pilot study instruments.) (Author/LMS).

ED 170 512 CE 020 446

Bickner, Mei Liang Shaughnessy, Marlene

Women at Work—Volume II: An Annotated Bibliography, 1973-1975.

California Univ. Los Angeles. Inst. of Industrial Relations

Pub Date—77

Pub Type—Reference Materials—Bibliographies (131)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Employed Women, *Minority Groups, *Occupations, *Public Policy, *Womens Education, *Womens Studies, Annotated Bibliographies, Bibliographies, Employment Opportunities, Employment Patterns, Legislation, Reference Materials, Sex Discrimination, Sex Role, Training, Wages

This volume is a selective bibliography on working women and is intended for persons who teach, conduct research, or are concerned students in the general area of working women. Included in the bibliography are serious studies, referred journals, government publications, topical reports, and court decisions. Special attention is given to publications dealing with minority women, with women employed outside the professions, and with legal developments that affect the working woman, such as decisions of the National Labor Relations Board (NLRB) and the Equal Employment Opportunity Commission. Each annotation is presented under one of the following categories: (1) general, (2) historical development, (3) education and training (job training, continuing education), (4) working women (statistical profile, earnings), (5) occupations (academia, management, public employment), (6) special groups of women (teenagers and youth, minority women), (7) public policy (EEOC and NLRB decisions), and (8) bibliographies. Four alphabetical indexes are also included: author, title, categories, and subject. (CT).

ED 170 513 CE 020 454

Dean, Madeline B.
ISSOE; Prototype Student Reporting System. Final Report No. 78-4.
State Univ. of New York, Ithaca. Cornell Inst. for Occupational Education
Spons Agency—New York State Education Dept. Albany. Office of Occupational and Continuing Education
Pub Date—78
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC10 Plus Postage
Descriptors—*Ancillary Services, *Career Education, *Competency Based Education, * *Instructional Systems, *Program Evaluation, *Student Evaluation, Academic Achievement, Criterion Referenced Tests, Curriculum Design, Curriculum Development, Job Skills, Program Descriptions, Task Analysis
Identifiers—Cornell Institute for Occupational Education, Instructional Support System Occupation Education

An Instructional Support System for Occupational Education (ISSOE) was designed to support and facilitate instruction by systematizing those functions essential to occupational programs—reporting, monitoring, and evaluating. ISSOE operates on several levels simultaneously: individual student achievement can be reported, class progress can be monitored, and entire programs can be evaluated. ISSOE rests upon a performance-based modularized curriculum as basis for reporting the achievement of individual students. The ISSOE curriculum package is a compendium of objectives which lead to employability in the world of work. These objectives have been based on task analyses, and the judgments of experienced teachers and are employer-validated. They are written in behavioral terms to provide a criterion-referenced testing system. Phase I (1975-76) focused on the development and testing of a system of curriculum development for the ISSOE effort. Phase II (1976-77) provided for format revision in the model. Phase III (1977-78) resulted in the following: (1) transition of the system from Cornell to other higher education institutions in New York State; (2) development of a process of employer validation of ISSOE major objectives in regard to their relevance to competencies needed by entry level workers in related occupations; and (3) the designing and piloting of a prototype competency-based student reporting system for ISSOE, with the manual system to be tested during 1978-79. (Author/CT).

ED 170 514 CE 020 456

White, Robert H. Ed
Climate for Articulation. Report of a Conference of Vocational Directors and Technical College Presidents and Directors in South Carolina, October 12-14, 1978.
South Carolina State Advisory Council on Vocational and Technical Education, Columbia
Pub Date—79
Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Reports—Descriptive (141)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Administrator Role, *Articulation Education, *Cooperative Programs, * *Coordination, *Program Development, *Vocational Education, Advisory Committees, Conference Reports, Postsecondary Education, Program Administration, Program Improvement, Secondary Education, Speeches, Technical Institutes
Identifiers—South Carolina

A summary is presented of the proceedings of a South Carolina conference of vocational and technical college presidents and directors which focused on (1) the articulation of selected secondary level vocational education and similar postsecondary level technical institution programs and (2) mutual concerns of vocational directors and technical institution administrators. The report includes a speech by Dr. Gene Bottoms discussing the professional basis for articulation, national concerns in vocational education, and the basis for federal investment in vocational education and a speech by Dr. Dan Dunham addressing eight priorities in education and the need for articulation between secondary and postsecondary vocational education and between vocational education and the work place. Abstracts of presentations by program participants and representatives of the Trident Technical College area are also given. A summary of decisions reached by conference discussion groups is outlined; forms used by discussion groups to list needs are appended. (LRA).

ED 170 515 CE 020 457

Hook, Sallie A. And Others
Profit—The Key. Principles of the American Free Enterprise System for Distributive Education Students. Instructor's Guide.
Clemson Univ. S.C. Vocational Education Media Center
Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Pub Date—78
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($18.75 for Instructor's and Student's Guides)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Audiovisual Aids, *Distributive Education, *Economic Factors, *Economics Education, *Learning Activities, Films, Filmstrips, Instructional Materials, Marketing, Teaching Guides, Teaching Methods, Tests
Identifiers—Free Enterprise System, United States

In this distributive education unit teacher's guide on the free enterprise system, principles of the American economic system are introduced as they relate to marketing and distribution. (The study guide is available as CE 020 458.) The guide preview sheet includes a list of audiovisual equipment necessary, duration of the unit (sixteen to twenty-five class periods), titles of free films and ordering information, and a list of reference books and other instructional materials sources. Goals, instructional objectives, and methods of implementing the unit are also included. Learning activities (e. g. word scramble games) and supplemental activities and their answer keys make up the bulk of the guide. Next, a series of short quizzes and a unit test review the material. The guide also contains a script for the filmstrip "Profit—The Key," and twelve transparencies illustrating the concepts of unemployment, capital, money supply, government role, monopoly, production, supply and demand, pricing, profit, competition, gross national product, and inflation. (CT).

ED 170 516 CE 020 458

Hook, Sallie A. And Others
Profit—The Key. Principles of the American Free Enterprise System for Distributive Education Students. Student Guide.
Clemson Univ. S.C. Vocational Education Media Center
Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Pub Date—78
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($18.75 for the Instructor's and Student's Guides)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Distributive Education, *Economic Factors, *Economics Education, *Instructional Materials, *Learning Activities, *Marketing, Capital, Competition, Government Role, Inflation Economics, Monetary Systems, Unemployment
Identifiers—Free Enterprise System, Gross National Product, Monopoly, Pricing, Production, South Carolina, Supply and Demand, United States

In this distributive education student's guide on the free enterprise system, principles of the American economic system are introduced as they relate to marketing and distribution. This twenty-four-page document includes directions and an introduction to the material. Twelve "Principle Sheets" on various economic concepts contain objectives, vocabulary words to learn, and an explanation of the concept. The concepts are unemployment, capital, money supply, government role, monopoly, production, supply and demand, pricing, profit, competition, gross national product, and inflation. Learning activities for these concepts are contained in the teacher's guide (CE 020 457). (CT).

ED 170 517 CE 020 460

Martin, G. Eugene, Ed
Industrial Arts Education: Retrospect, Prospect. 28th Yearbook, 1979.
American Council on Industrial Arts Teacher Education, Washington, D.C.
Pub Date—79
Pub Type—Collected Works—General (020). Opinions/Personal Viewpoints/Position Papers/Essays (120)
EDRS Price—MF01/PC19 Plus Postage
Descriptors—*Educational History, *Educational Philosophy, *Educational Trends, *Industrial Arts, *Industrial Education, *Professional Associations, * Curriculum Development, Essays, Graduate Study, Leadership, Periodicals, School Shops, Supervisors, Teaching Methods, Yearbooks
Identifiers—American Council on Industrial Arts Teacher Educ

Nineteen chapters of information, organized into five units, are provided in this 28th yearbook of the American Council on Industrial Arts Teacher Education. Unit I, entitled "A Historical and Philosophical Orientation to Industrial Arts" contains five chapters that examine these topics: the movements that led to contemporary industrial arts education, the evolution of industrial arts in the elementary school curriculum, the relationship of industrial arts to general education, the relationship of industrial arts to vocational education, and industrial arts laboratory facilities (past, present, and future). Unit II, entitled "Theory and Practice in Industrial Arts", provides six chapters on these topics: curriculum movements of the 1960's, the development of selected contemporary programs, curriculum development efforts of the 1970's, influence of technology on subject matter, industrial arts as a discipline for studying the future, and industrial arts teaching methods. Unit III, entitled "Professional Roles and Education in Industrial Arts," contains a chapter on graduate education and a chapter on the role of industrial arts supervisors. Unit IV provides five chapters on leadership, organizations, and journals in industrial arts, while unit V provides a summary chapter on the information presented in the yearbook. (JH).

ED 170 518 CE 020 461

Cooper, Dorothy
A Nursery School Activities Card File.
Bergen County Vocational-Technical High School, Hackensack, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education
Pub Date—79
Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($20.00, plus postage)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Art Activities, *Career Awareness, *Child Development, *Learning Activities, *Learning Laboratories, *Nursery Schools, Audiovisual Aids, Bulletin Boards, Field Trips, Food, Games, Music Activities, Reading Readiness, Story Telling, Toys

This file contains a total of 285 cards describing activities for nursery-school children. It was designed to accompany "The Child-Care Teacher Aide" (ED 147 492), a teacher's guide for vocational training of teacher aides. The file is divided into four main divisions—fall, winter, spring, and summer. Apportioned among the different seasons are twenty-three topics (e. g. halloween, signs of spring/planting, valentine's day/the mail carrier, and the seashore). For each of the twenty-three topics there are twelve cards of activities. These twelve activities include art, play-center, bulletin board and display, food, audiovisual, storytelling/fingerplay, games/toys, music, field trip, learning center, reading readiness, and career awareness. (CT).

ED 170 519 CE 020 471

Project Mainstream: San Mateo Union High School District.
San Mateo Union High School District, Calif
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Curriculum Development, *Disadvantaged Youth, *Handicapped Students, *Mainstreaming, *Vocational Education, *Vocational Education Teachers. Business Education, Home Economics Education, Individualized Instruction, Individualized Programs, Industrial Education, Learning Activities, Program Descriptions, Program Evaluation, Workshops
Identifiers—California (San Mateo)

A project was designed to involve vocational teachers in intensive "hands-on" workshop activities to develop information, materials, and strategies for vocational instruction and support for students with special needs. Thirty vocational teachers from business, homemaking, and industrial education were involved in a two-day workshop and in evening seminar/workshops during the fall of 1978. Workshops contained lectures, small groups, role playing, and environmental simulations concerning mainstreaming. The field testing phase of the project involved the teacher's use of an individualized instructional program form and the development of a profile for a disadvantaged or handicapped student in the teacher's class. Other participant activities included (1) taking a measuring unit which he/she used and revising it for slow learners; (2) adapt a unit now being taught and add a strategy so that it was easy for a disadvantaged or handicapped student to understand; and (3) supply the name of a person in the business community who was willing to be interviewed by a handicapped student. All participants were evaluated at various points in the project through questionnaires. It was concluded that most participants gained from the project in the areas of new information, understanding, communications, and planning. (CT).

ED 170 520 CE 020 567

Matthews, Martha McCune, Shirley
Try It, You'll Like It. A Student's Introduction to Nonsexist Vocational Education.
National Foundation for the Improvement of Education, Washington, D. C. Resource Center on Sex Roles in Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—OE-78-09004
Pub Date—78
Contract—300-76-0426
Note—59p. ; Photographs will not reproduce clearly
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Career Awareness, *Educational Opportunities, *Nontraditional Occupations, *Secondary School Students, *Vocational Education, *Vocational Interests, Attitude Change, Career Exploration, Discriminatory Legislation, Equal Education, Females, Guides, Homemaking Skills, Interests, Labor Legislation, Males, Secondary Education, Sex Discrimination, Sex Role, Sex Stereotypes, Student Interests

Designed to be used by secondary students, this booklet is meant to

help students become aware of and consider vocational education programs which are nontraditional for their sex. The major sections encourage students to (1) explore their interests; (2) consider the role in their lives of paid work outside the home; (3) think about the work they will do inside the home; (4) evaluate whether vocational education courses which are not traditional for their sex may offer them a way of pursuing their interests or gaining skills they need to work inside and outside their homes; and (5) become familiar with their legal rights to nondiscrimination and equal treatment in schools and employment. Each section contains information for students to consider, questions for them to answer and think about, and suggestions for actions they may take to explore various issues further. Black and white photographs and sketches illustrate the booklet. Numerous inventories, checklists, and questionnaires are included. (Author/LMS).

ED 170 521 CE 020 591

Greenhouse Management: Production Schedules and Financial Analysis. Teaching Guide.

Wisconsin Univ. River Falls

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development

Pub Date—76

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Cost Effectiveness, *Greenhouses, *Ornamental Horticulture, *Plant Growth, *Production Techniques, Teaching Guides

Identifiers—Production Schedules

Designed to culminate an ornamental horticulture class, this teaching guide provides information needed for the year-round operation of a school and/or commercial greenhouse. Three units are presented: production schedules, determining harvest time, and cost analysis. Each unit lists major teaching points, learning activities, and reference materials. Included in the appendixes are crop production schedule information for twenty-three annuals, seven perennials, ten vegetables, ten flowering pot plants, and thirteen foliage plants. Also provided in the appendix is cost analysis information, including general cost information, a sample student problem, and specific cost information for six different plants. (JH).

ED 170 524 CE 020 610

Klein, Lawrence R. Ghozeil, Susan

A Popularized Version of 21 Doctoral Dissertations. R & D Monograph 70.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—79

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00367-0)

Pub Type—Reports—Research/Technical (143). Dissertations/Theses (040)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Economic Factors, *Economic Research, *Labor Force, *Labor Market, *Social Influences, *Stress Variables, Attitudes, Content Analysis, Doctoral Dissertations, Employed Women, Family Sociological Unit, Job Placement, Job Search Methods, Job Training, Leisure Time, Marriage, Occupational Mobility, Physicians Assistants, Social Science Research, Success, Unemployment, Unions, Vocational Rehabilitation, Wages, Working Hours, Youth Employment

This volume makes available to a broad readership dissertation findings from social and behavioral sciences research supported by the Employment and Training Administration. Each of twenty-one dissertations, rewritten in the vernacular, is presented in condensed form for primarily nonacademic readers. These popularized selections, which have been reviewed for accuracy by their authors, are divided into two major parts: (1) stresses in the labor market and (2) stresses on the labor force. Bibliographic information, such as author's name, institution, publication date, title, popular title (provided by the rewriters), and accession number is provided for each. A few sample dissertation formal titles and popular titles are the following: "Empirical Study of the Female Insured Unemployed"("St Louis Woman"), by Phyllis D. Altrogge, "Labor Union Response to Federal Manpower Policy: A Comparative Study of the United Steelworkers of America and the International Union of Operating Engineers" ("Proof of the Pudding"), by David B. Stephens, "Physician Assistants: An Empirical Analysis of Their General Characteristics, Job Performance, and Job Satisfaction" ("Rx for M.D.'s"), by Henry B. Perry III, and "Economic Insecurity, Professional Values, and Political Ideology: A Study of Engineers and Scientists in California" ("New Workers of the World, Unite."), by Howard P. Greenwald. (CSS).

ED 170 525 CE 020 614

Status of Vocational Agriculture and the Changing Roles of Teachers of Vocational Agriculture in North Carolina. Final Report.

North Carolina State Univ. Raleigh. School of Education

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Agricultural Education, *Educational Research, *Program Evaluation, * *State Surveys, *Teacher Role, *Vocational Education, *Vocational Education Teachers, Educational Trends, Job Satisfaction, Professional Recognition, Teacher Attitudes, Teacher Characteristics

Identifiers—North Carolina

A study was conducted to examine the changing roles of teachers of vocational agriculture and to evaluate the current status of programs as a basis for making recommendations concerning the role of vocational agriculture in public school education during the next decade. Data were collected using a structured interview of 122 North Carolina vocational agriculture teachers. General conclusions drawn from the study include the following: (1) the vocational agriculture teacher in the public schools of North Carolina is generally male, middle-aged, regularly certified, has taught between 15 and 19 years, is satisfied as a vocational agriculture teacher, and plans to leave teaching with 10 years; (2) class size is increasing dramatically with females and urban students accounting for a major portion of the increase; (3) the supervised occupational experience and adult education components of the program are weak; (4) the vocational agriculture teacher is no longer communicating in an organized fashion with the community in the role of interpreter of agricultural education or of changes in agriculture; and (5) teachers want longer contracts, more supervision, more non-school time, more in-service training programs and more time for adult education. (JH).

ED 170 526 CE 020 627

Health Occupations Education In Wisconsin's Secondary Schools: A Curriculum Guide. Bulletin No. 7352.

Wisconsin State Dept. of Public Instruction, Madison

Pub Date—76

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Allied Health Occupations Education, *Course Organization, *Health Needs, *Health Occupations, *Health Services, *Job Skills, *Job Training, Cooperative Education, Course Objectives, Curriculum Guides, Learning Activities, Secondary Education, Simulated Environment, Teaching Guides

Identifiers—Wisconsin

This document contains teaching guides for the two courses included in Wisconsin's Health Occupations Education Curriculum, which is designed to help students become informed consumers of health care services and to determine individual suitability for pursuing vocational commitment in the health services field. This curriculum is also designed to help prepare the students for entry into postsecondary education and training programs in health-related occupations and/or entry level employment in the health industry. The first course is a survey course which focuses on the identification of health career needs, health delivery systems, and health occupations. The second course is called the "capstone course" and provides for the acquisition of job-entry level skills in a health occupation at less than the level of licensure. The capstone course can be taught by simulated classroom instruction or by the cooperative education method, using community

health care agencies. The format utilized by each course includes the following elements: goals, objectives, teacher preparation instructions, suggested student learning experiences, evaluation activities, references to prerequisite or advanced units, and resources. A large portion of this document contains appended materials, including suggested procedures for initiating and developing a vocational program, requirements of a cooperative vocational education program, and related forms. (BM).

ED 170 527 CE 020 630

WAVAI Curriculum Guide for Instruction in Wisconsin High Schools. 1975 Revision. Bulletin No. 5011.

Wisconsin Association of Vocational Agriculture Instructors, Madison. Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—75

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Agribusiness, *Agricultural Education, *Curriculum Design, *Program Development, *Teaching Methods, *Vocational Education, Agricultural Occupations, Agricultural Production, Career Exploration, Curriculum Guides, Learning Activities, Program Evaluation, Secondary Education, Teaching Guides

Identifiers—Wisconsin

This guide is designed to aid the development of vocational education programs in agriculture in local school districts. Major program objectives, good learning conditions, program evaluation, suggested teaching methods, and Wisconsin's philosophy and procedures in developing occupational experience programs in vocational agriculture/agribusiness are discussed in the introduction. Sixty vocational agriculture programs are described, including the following: animal nutrition, beef production, conservation, dairy herd testing, forestry, gardening, hydraulics, poultry, soybeans, and arc welding. Each program contains the following elements: program objectives, concepts to develop, subject matter to teach, motivation, learning activities, and materials needed. A directory of publishers of vocational instructional materials is appended. (CT).

ED 170 528 CE 020 631

Forestry Manual for Vocational Agriculture Instructors. 1976 Revision. Bulletin No. 7001.

Wisconsin Association of Vocational Agriculture Instructors, Madison. Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Agricultural Education, *Forestry, *Forestry Occupations, *Laws, *Lumber Industry, *Vocational Education, *Wildlife Management, Botany, Conservation Environment, Job Skills, Learning Activities, Secondary Education, Teaching Guides, Trees

Identifiers—Wisconsin

The ten chapters included in this forestry manual for vocational agriculture instructors are grouped into three parts. A course outline precedes part 1 and assists the teacher by providing performance objectives, major concepts to be developed, a subject matter outline, motivational ideas, suggested learning activities, and a list of resource materials. Part 1 covers basic forestry information and includes the first three chapters: (1) Wisconsin Forest History; (2) Man and the Forest Community; and (3) Forestry Careers and Opportunities. Part 2 contains chapters 4-9 on managing the forest; (4) Forest Botany; (5) Forestry Skills; (6) Growing Trees for the Planted Forest; (7) Tending the Forest; (8) Harvesting, Marketing and Processing Cut Forest Products; and (9) Multiple Uses of the Forest. Finally, part 3 presents the tenth chapter, on forestry laws and programs. A list of suggested learning activities follow the informational literature in each chapter. The following materials are appended: guidelines for planning field trips, suggested cost record sheets, a timber sales agreement, and a glossary of forestry and lumbering terms. (BM).

ED 170 532 CE 020 641

Gordon, Ruth, Comp. And Others

Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography: Volume 1. Federally Administered Projects.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—267p

Pub Type—Reference Materials—Bibliographies (131). Reports—Descriptive (141). Reports—Research/Technical (143)

EDRS Price—MF01/PC11 Plus Postage

Descriptors—*Bilingual Education, *Career Education, *Curriculum Development, *Demonstration Programs, *Federal Aid, *Vocational Education, Abstracts, Adult Education, Annotated Bibliographies, Contracts, Educational Research, Elementary Secondary Education, Grants, Postsecondary Education, Program Descriptions, Research Projects

Identifiers—United States, Vocational Education Amendments 1968

Volume I of this annotated bibliography presents resumes of research, exemplary and innovative program projects, curriculum development projects, and bilingual vocational training programs that were administered by the Bureau of Occupational and Adult Education, U.S. Office of Education, during fiscal years 1970-1977. These projects were supported with funds made available under Parts C, D, and I of the Vocational Education Amendments of 1968 (Public Law 90-576) and Part J of the Education Amendments of 1974 (Public Law 93-380). Following the introduction, the resumes are grouped by fiscal year and arranged alphabetically by state within sections representing the parts of the legislation under which funding was obtained: Part C (research), Part D (exemplary), Part I (curriculum development), and Part J (bilingual vocational training). The information provided for each project includes the title, project director and organization, application number, contract or grant number, funding period, and an annotation focusing on project objectives. Included are summary data for each fiscal year, an index to projects supported within each state, and a list of references. A companion volume of state-administered research and exemplary projects for fiscal years 1970-1977 will be published in January 1980. (Author).

ED 170 540 CE 020 670

Construction Mechanic 3 & 2. Naval Education and Training Command Rate Training Manual and Nonresident Career Course.

Naval Education and Training Command, Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF02/PC22 Plus Postage

Descriptors—*Armed Forces, *Auto Mechanics, *Equipment Evaluation, *Nonformal Education, Curriculum Guides, Individualized Instruction, Instructional Materials, Metric System, Military Training

Identifiers—Construction Mechanics, Navy, United States

Designed for individual study and nonformal classroom instruction, this Navy training manual provides subject matter that relates to the occupational standards of the construction mechanic rating. Each chapter includes line drawings, diagrams, and photos illustrating the subject matter. Subjects covered include the following: preparation for advancement, principles and construction of internal combustion engines, fuel systems, cooling and lubricating systems, automotive electricity, automotive power trains, automotive chassis and bodies, brakes, construction equipment, and maintenance. Appended are sections on the metric system, automotive equipment inspection guide, and construction equipment inspection guide. A nonresident career course outline concludes the manual. (CT).

ED 170 542 CE 020 682

Kaser, Joyce And Others

Steps toward Sex Equity in Vocational Education: An Inservice Training Design.

National Foundation for the Improvement of Education, Washington, D. C. Resource Center on Sex Roles in Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—300-76-0426
Note—209p
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01864-1)
Pub Type—Reports—Descriptive (141). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC09 Plus Postage
Descriptors—*Inservice Education, *Program Design, *Sex Fairness, *Teacher Workshops, *Vocational Education, Administrator Role, Counselor Role, Program Descriptions, Program Guides, Sex Discrimination, Sex Stereotypes, Teacher Role

This training guide provides a step-by-step guide for the implementation of a one-day workshop on sex equity for vocational education personnel. It is organized to facilitate the provision of general information regarding sex equity in vocational education to a large number of persons as well as to provide assistance to particular groups of vocational educators—administrators, instructors, and counselors—in identifying their particular responsibilities for sex equity in practices and programs. The publication is organized in three parts: (1) Introductory Materials—materials contained in this first section are designed to assist individuals in using this publication; they provide a general frame of reference for the consideration of the sections which follow and a number of specific suggestions regarding the implementation of the traininq design; (2) Inservice Training Design—this section contains the detailed step-by-step outline of ten sequential training activities; for each activity the outline specifies objectives, materials required for facilitators and participants, suggested training content and procedures, and time schedules; (3) Participant Workbook—The participant materials corresponding to the activities outline in the training design are organized into the workbook; the workbook should be reproduced for use by participants during the workshop and for reference after the workshop. (CT).

ED 170 547 CE 020 722

Comprehensive Employment and Training Amendments of 1978. Hearings before the Subcommittee on Employment, Poverty, and Migratory Labor of the Committee on Human Resources. United States Senate. Ninety-Fifth Congress. Second Session on S. 2570. (February 16, 17, 23, 25 and March 1, 2, 6, 10, 1978).
Congress of the U.S. Washington, D.C. Senate Committee on Human Resources
Pub Date—78
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type—Legal/Legislative/Regulatory Materials (090). Books (010)
EDRS Price—MF13 Plus Postage. PC Not Available from EDRS
Descriptors—*Educational Programs, *Employment Programs, *Federal Programs, *Program Effectiveness, Federal Aid, Federal Legislation, Government Publications, Hearings, Labor Utilization, Poverty Programs, Program Improvement
Identifiers—Comprehensive Employment and Training Act

The complete texts of testimony and statements from the February and March, 1978, Hearings before the Senate Subcommittee on Employment, Poverty, and Migratory Labor regarding the Comprehensive Employment and Training Act (CETA) Amendments of 1978 are presented in this document. (Hearing sites included Grand Rapids and Detroit, Michigan, Madison, Wisconsin, and Washington, D.C.) Individuals giving testimony and statements included representatives of prime sponsors of CETA programs, individuals receiving assistance from CETA programs, manpower experts, and representatives of community-based organizations and administrative agencies at both the state and national levels. (JH).

ED 170 548 CE 020 727

How to Buy Food: Lesson Aids for Teachers. Agriculture Handbook No. 443. Revised.
Department of Agriculture, Washington, D.C. Agricultural Marketing Services
Pub Date—75
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 001-000-03456-1, Catalog Number A1.76:443/2, $1.30)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Consumer Education, *Foods Instruction, *Home Economics Education, *Instructional Materials, Adult Education, Meat, Secondary Education, Teaching Guides

This teachers guide presents lesson aids on how to buy food for home economics or consumer education in high school or adult education courses. An introductory section explains how to get the supplementary materials (publications, films, and slides/filmstrips), what the contents and objectives of these materials are, suggestions for lesson preparation, and background materials for the instructor. Topics of the lessons are meat, dairy products, eggs, poultry, fresh fruits and vegetables, canned and frozen fruits and vegetables, and more for your money. Each of these lessons contains a list of objectives, materials to use, suggestions for teaching, glossary, and quizzes. (CT).

ED 170 551 CE 020 738

Becker, Brian E. Hills, Stephen M.
Teenage Locus of Control and Adult Unemployment.
Ohio State Univ. Columbus. Center for Human Resource Research
Spons Agency—Department of Labor, Washington, D.C.
Pub Date—79
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Adolescents, *Black Employment, *Employee Attitudes, *Locus of Control, *Males, *Unemployment, Black Attitudes, Black Youth, Employment Problems, Research Projects, Whites, Youth Employment

This study examines the relationship between locus of control and subsequent unemployment experience for a national probability sample of teenagers. Using multiple regression analysis to control for a variety of individual differences, the influence of "internal-external" attitudes held as a teenager on subsequent unemployment experience in the adult labor market is determined. The internal attitude is defined as viewing personal success or failure as dependent on one's own behavior. A sample of 230 males who were sixteen to nineteen in 1967 and were not enrolled in school during either 1968 or 1975 was studied. The results support the notion that "external" teenagers can be expected to experience longer periods of unemployment in the future relative to "internals". In addition, though not entirely conclusive, there is evidence that I-E is an important determinant of black-white unemployment differentials, with externality being more "costly" to blacks than whites. (Author/CT).

ED 170 552 CE 020 760

Dilts, Harold E.
A Study of Current and Potential Cooperation in Vocational-Technical Education between Area Schools and Public Schools in Iowa.
Iowa Univ. Iowa City. Coll. of Education
Spons Agency—Iowa State Legislature, Des Moines
Pub Date—78
Pub Type—Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Institutional Cooperation, *Public Schools, *Regional Schools, *Shared Services, *Technical Education, *Vocational Education, *Vocational Schools, Articulation Education, Cooperative Planning, Educational Planning, Program Administration, Program Development, Program Evaluation, Secondary Education, Statewide Planning
Identifiers—Iowa

A study was conducted reviewing the current status of cooperation between area schools and secondary schools in providing vocational-technical education and developing proposals which may generate additional cooperation in vocational-technical education. Four sources provided basic information for this study: (1) data from the Iowa Department of Public Instruction, (2) a questionnaire mailed to local school districts that operate jointly administered programs, (3) inter-

views with planners of jointly approved programs, and (4) recent studies and reports pertinent to vocational education in Iowa. It was found that the growth of jointly administered programs has been substantial during the past five years—a period of expansion characterized by programs being terminated as well as initiated. Programs exist in all major vocational education categories with the greatest number in the areas of trade and industrial, agriculture, and health occupations. In general, participants in the study were satisfied with the jointly administered programs, though problems with costs, coordinated schedules, transportation, and facilities do exist. It was recommended that a regional effort be made to collectively plan a systematic approach. (CT).

ED 170 553 CE 020 762

Industrial Education. Secondary School Curriculum Guide.

British Columbia Dept. of Education, Victoria

Pub Date—77

Available from—Publication Services Branch, Ministry of Education, Parliament Buildings, Victoria, British Columbia V8V 2Z6

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Curriculum Design, *Industrial Education, *Industry, *Program Design. *Technology, *Trade and Industrial Education, Advanced Programs, Construction Process, Curriculum Guides, Drafting, Electricity, Electronics, Mechanics Process, Metals, Secondary Education, Teaching Guides, Woodworking

Identifiers—Canada

The new style curriculum guidelines for industrial education courses in Canada are published in this book and are designed to be used in conjunction with supporting materials distributed by the Provincial Industrial Education Resource Centre. The introduction includes a description of the guide and explains this new approach to secondary industrial education. The program's organization and goals are discussed, as well as the expectations of students and teachers. The advanced studies programs for particular occupations are surveyed also. Subject areas in the guide are drafting, woodwork/construction, metal, mechanics, electricity/electronics, and technology. Each section contains introductory statements, a general outline, intended learning outcomes, and a sample model (one approach to meeting the intended learning outcomes for a particular subject area). (CT).

ED 170 559 CE 021 329

Lutz, Juanita Fuller

A Survey of Certification Requirements for Secondary and Post-Secondary Teachers of Health Occupations in the United States.

Tennessee Univ. Knoxville

Pub Date—77

Pub Type—Dissertations/Theses (040). Tests, Questionaires, Evaluation instru ments (160). Reports—Research/Technical (143)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Allied Health Occupations Education, *National Surveys, *State Standards, *Teacher Certification, Comparative Analysis, Educational Research, Masters Theses, Postsecondary Education, Questionnaires, Secondary Education

Identifiers—Tennessee, United States

A study was conducted to obtain information on certification requirements for health occupations teachers at the secondary and postsecondary levels nationwide and to determine if Tennessee requirements are comparable to those of other states. Data were secured by questionnaires mailed to each state official responsible for supervision of health occupations education and teacher educators of health occupations education in the United States and the District of Columbia. Findings include the following: (1) health occupations teachers were included in certification regulations for trade and industrial teacher in all but five states; (2) virtually all states required beginning health occupations teachers to be licensed or certified to practice their profession; and (3) initial certification requirements for beginning health occupations teachers include twelve semester hours of professional education to be earned within the first three years as the national average. Based on the findings, recommendations were made to reverse Tennessee certification requirements for health occupations teachers to make them compatible with national trends. (Author/JH).

ED 170 560 CE 021 352

Darcy, Robert L. And Others

Vocational Education Outcomes. (Final Report on Year One of the R & D Project 'Examining Vocational Education Outcomes and Their Correlates').

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—300-78-0032

Note—375p. ; Some part of this document may not reproduce well due to light or broken print

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Research/Technical (143)

EDRS Price—MF01/PC15 Plus Postage

Descriptors—*Classification, *Evaluation Criteria, *Program Development, *Program Evaluation, *Vocational Education, Literature Reviews, Research, Research Methodology, Thesauri

A study was conducted to determine what particular outcomes are appropriate for use as criteria to evaluate vocational education programs. Procedures included (1) compiling a list of candidate outcomes, (2) conducting a literature and practice review, (3) formulating a strategy for having outcomes reviewed, (4) developing alternative outcome classification frameworks, (5) identifying the characteristics of appropriate and feasible outcome measures, and (6) screening and selecting a limited number of outcomes for further study. Developed in the course of the study were an evaluative annotated bibliography of vocational education outcome studies, a thesaurus of vocational education outcome questions, and an essay on conceptual and practical issues in outcomes evaluation (all of which are included as attachments to this report). It was recommended that researchers continue their intensive efforts to (1) specify a limited number of important outcomes that are both appropriate and feasible to utilize in evaluating vocational programs and (2) operationalize these outcomes criteria by designing and field testing procedures that can be replicated by other evaluators. The report concludes with applications of the R & D results and recommendations for continuing study. (CT).

ED 170 562 CE 021 367

Martin, Michael P. And Others

Correctional Vocational Education Research Project. USOE (Vocational Education) Grant. Final Evaluation Report. July 1, 1976—June 30, 1977.

Chemeketa Community Coll. Salem, Oreg. Oregon State Correctional Inst. Salem

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—77

Contract—G007604049

Note—57p

Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Community Colleges, *Correctional Education, *Correctional Institutions, *Rehabilitation Counseling, *Vocational Rehabilitation, Career Awareness, Career Exploration, Case Studies, Program Descriptions, Program Evaluation, Self Concept

Identifiers—Chemeketa Community College OR, Oregon, Oregon State Correctional Institution

A research/demonstration project was designed to evaluate existing vocational education programs offered at the Oregon State Correctional Institution (OSCI) and to provide residents with services such as ability assessment, employment or orientation, job sampling, career awareness counseling, and instruction. The project's anticipated outcome was a vocational education program which clearly demonstrates the capability of community-based training facilities (in this case, Chemeketa Community College) to provide on-line training in a correctional setting. Differing effects of degree-oriented/non-degree oriented instruction on residents' attitudes or career choices were measured. Six data collection procedures were used: (1) interviews with OSCI and Chemeketa staff, case study resident students, and project staff; (2) observations (classroom and counselor/student discussions); (3) case studies; (4) instructors' self-ratings; (5) resident

students' self-ratings; and (6) analysis of samples of resident students' projects or other outputs in four vocational education programs. The project's anticipated outcome was realized. It was decided that the project model appears transportable to other institutions and agencies at low cost. (Appendixes include interview guides for staff and students, assessment forms, student daily record, samples of course integration, career maturity profile, and an individual aptitude profile.) (CT).

ED 170 563 CE 021 371

Emerging Occupations in Agriculture: Impact upon Curricula and People, Part I. Yolo County, 1979. Final Report.

California Univ. Davis. Dept. of Applied Behavioral Sciences

Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor. California State Dept. of Education, Sacramento. Office of Education (DHEW), Washington, D. C.

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Reference Materials—General (130)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Agricultural Laborers, *Agricultural Occupations, *Farmers, *Females. *Job Skills, *Mexican Americans, *Occupational Information, Agribusiness, Curriculum Guides, Instructional Materials, Labor Needs, Minority Groups, Reference Materials, Sex Discrimination

Identifiers—California (Yolo County)

A study was conducted to identify competencies needed by workers in new and emerging occupations in agriculture; to identify occupations in agriculture that are on the decline and occupations that may no longer be needed; to work toward the elimination of sex bias in preparation for entry into occupations in agriculture; and to assess the attitudes and opinions of employees on the future of women and minorities in agriculture. Questionnaires were used to interview representative samples of employers in agricultural enterprises in Yolo County, California: fifty interviews of owner-operators of commercial farms and fifty employers and employees in agriculturally related businesses (such as chemicals, farm equipment, and food processing). Two end products resulted: a report on employment in agriculture in Yolo County, and a description of forty-one jobs in agriculture (contained in CE 021 372). Among the findings are the following: (1) speaking and writing skills, knowledge of production agriculture, and business management were all highly rated competencies; (2) the decline in the need for laborers continues but is expected to level off; and (3) over half of the employers indicated that those of Mexican ancestry could be trained/educated to handle any job in agriculture, whereas less than a quarter felt that women could. (CT).

ED 170 564 CE 021 372

Emerging Occupations in Agriculture: Impact upon Curriculum and People, Part II. Functions and Activities of Agricultural Personnel in Yolo County, 1979.

California Univ. Davis. Dept. of Applied Behavioral Sciences

Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor. California State Dept. of Education, Sacramento. Office of Education (DHEW), Washington, D. C.

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Reference Materials—General (130)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Agribusiness, *Agricultural Occupations, *Fringe Benefits, *Job Skills, *Occupational Information, Agricultural Production, Curriculum Guides, Equipment Maintenance, Farm Labor, Instructional Materials, Landscaping, Managerial Occupations, Professional Occupations, Reference Materials, Sales Occupations, Technical Occupations

This report contains guidelines to vocational/occupational instructors who are developing or evaluating curricula to train workers for entry into a particular job and guidelines for students to determine the competencies they must have to enter a particular job or group of jobs. It includes descriptions (job sheets) of forty-one jobs, with job functions and activities listed in the order of perceived priority. Job titles are grouped into eight major occupational categories: (1) labor, production agriculture; (2) equipment operation and repair; (3) landscape and nursery; (4) sales; (5) technical and quality control; (6) business and office; (7) managerial/supervisorial; and (8) professional. Each title is prefaced with a short introduction, has a brief description of the fringe benefits received by employees, and is keyed to the 'Dictionary of Occupational Titles' coding system. Appendix A contains additional agricultural job titles not included in this study, and Appendix B contains brief descriptions of functions and activities of various agricultural occupations (e. g. sales, purchasing, public relations, education-extension work, and clerical-office). (CT).

ED 170 565 CE 021 378

Bernhardt, Vickie L. Owens, Thomas R.

Experience-Based Career Education: Evaluation Synthesis of Second Year Pilot Sites.

Northwest Regional Educational Lab. Portland, Oreg

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Pub Type—Reports—Evaluative/Feasibility (142). Reports—Research/Technical (143). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Career Education, *Experiential Learning, Community Support, Comparative Analysis, Parent Attitudes, Pilot Projects, Program Evaluation, Regional Laboratories, School Community Relationship, Secondary Education, Student Attitudes, Teacher Attitudes

During the 1976-77 school year, fourteen experience-based career education (EBCE) pilot sites were the focus of a second-year of operation evaluation. Each pilot site represented one of four regional education laboratories (Appalachia Evaluation Laboratory, Far West Laboratory for Educational Research and Development, Northwest Regional Educational Laboratory, and Research for Better Schools) and utilized one of four EBCE models developed by the laboratories. Evaluation staffs from the four laboratories sought to determine community support of the program, staff and student perceptions of EBCE learning strategies, and the students' growth in career-related and interpersonal abilities. Outcomes from the evaluations included the following: (1) EBCE strategies have been proven applicable to communities ranging from rural, small-town, suburban to urban and with different student populations; (2) significant growth in career attitudes and career knowledge was detected at most sites by a variety of career development measures; (3) students, parents, and resource persons were very supportive of EBCE; and (4) community resource persons were not only willing to continue the programs but were also willing to recommend EBCE to other potential community organizations. (JH).

ED 170 567 CE 021 385

Wilhelms, Fred T. Ed

Consumer Education Project: Final Report.

Education Commission of the States, Denver, Colo

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Office of Consumers' Education

Pub Date—79

Contract—G007703050

Note—43p

Available from—Elementary/Secondary Department, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295

Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Consumer Education, *Educational Policy, *Federal State Relationship. *Government Role, *Program Design, *State Programs, Attitudes, Legislation, Performance, Private Agencies, Program Descriptions, Program Evaluation, Teacher Education

Identifiers—California, Education Commission of the States CO,

Georgia, Hawaii, Illinois, New Jersey, Ohio

The results of a one-year project to determine the status of provisions for consumer education throughout the country are reported in this document. A section on the observations and recommendations of the advisory committee of the consumer's education project serves as the document's introduction. Part I, background and overview, analyzes the growing national concern over consumer education, the federal role, and the commitment of the Education Commission of the States to this subject. Part II deals with the consumer education survey: highlights, questionnaires, and summaries of state and private sector findings. Consumer education programs in six selected states are examined in Part III: California, Georgia, Hawaii, New Jersey, Illinois, and Ohio. The discussions of five subject-matter conferences are summarized in Part IV: curriculum, teacher training, performance levels in consumer education, legislation and policy, and the private sector. Part V presents a short series of analytical statements, called issue papers, concerning successful organization, special courses in consumer education, and attitudes toward business in consumer courses. (CT).

ED 170 570 CE 021 389

Everts, Joanne Eads, Sally

Home Economics Competency-Based Teacher Education Instructional Materials. Final Report.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology

Pub Date—79

Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Curriculum Development, *Curriculum Research, *Home Economics Education, *Home Economics Teachers, *Instructional Materials, *Teacher Education Curriculum, Child Development, Clothing Instruction, Competency Based Teacher Education, Consumer Education, Family Life Education, Foods Instruction, Home Furnishings, Home Management, Housing, Nutrition Instruction, Program Descriptions, Textiles Instruction

Identifiers—Texas

A study was conducted to research and develop a statewide project for the improvement of home economics teacher education programs in Texas. The steering committee, composed of representatives from the Texas Education Agency, colleges and universities, and public school districts, directed a select group of forty-five state, area, and local home economics educators for a three-day workshop to begin development of competencies. Consultants assisted the groups to research, identify, and clarify desired and/or essential competencies of beginning teachers of home economics in the following areas: child development, clothing and textiles, consumer education, family life education, food and nutrition education, home management, housing, home furnishings and equipment, and teacher education. The competencies were distributed to teacher educators, subject-matter area persons, administrators, and teachers throughout Texas for review and validation. Revisions were made, a format was designed, and the resulting materials were field-tested. Data was collected and tabulated, and curriculum development teams revised the materials into instructional guides. (Samples of the competency-based home economics instructional guides, a list of basic competencies for beginning home economics teachers, field-test instruments, and a pamphlet which explains how to order the materials are appended.) (CT).

ED 170 573 CE 021 395

Spencer, Barbara G.

Marine Science Careers for the Junior High School Student.

Rutgers, The State Univ. New Brunswick, N.J. Curriculum Lab

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education

Report No.—CE-370

Pub Date—79

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103—Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (student manual and workbook, $4.75, plus postage)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Career Awareness, *Curriculum, *Marine Biology, *Occupational Information, *Oceanography, Educational Objectives, Individualized Instruction, Junior High Schools, Learning Activities, Resources

Identifiers—New Jersey

Designed for junior high school students, this curriculum on marine science careers contains instructional materials on oceanography and related careers suitable for individualized study. The curriculum is organized into a study-direction book (included in this document) and a separate answer-response book (see CE 010 396). The text is divided into the following eleven chapters: (1) Global Landmarks; (2) The Navigator; (3) Charting the "Hidden Lands"; (4) Charting the Water's Flow; (5) Marine Careers; (6) What is the Ocean's Greatest Natural Resource? ; (7) What Life is there in the Ocean? (8) A Field Trip to Sandy Hook, New Jersey; (9) Investigation of Field-Trip Specimens; (10) There Are Decisions to Be Made; and (11) Art from the Sea and Beach. Short quizzes are at the end of each chapter for the student's self-evaluation. Each chapter also includes objectives, equipment needed, references, resource materials, content information, learning activities, and questions to ponder. The following information is appended: colleges and universities offering training in oceanography; addresses of professional and trade organizations concerned with marine science; and addresses of related government offices. (BM).

ED 170 574 CE 021 396

Spencer, Barbara G.

Marine Science Careers for the Junior High School Student. Student Workbook.

Rutgers, The State Univ. New Brunswick, N.J. Curriculum Lab

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education

Report No.—CE-370A

Pub Date—79

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103 - Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903—(student manual and workbook, $4.75, plus postage)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Career Awareness, *Curriculum, *Individualized Instruction, *Learning Activities, *Marine Biology, *Oceanography, Answer Keys, Charts, Instructional Materials, Junior High Schools, Occupational Information, Workbooks

Identifiers—New Jersey

Designed for junior high school students, this curriculum on marine science careers contains instructional materials on oceanography and related careers suitable for individualized study. The curriculum is organized into a study-direction book (see CE 020 395) and a separate answer-response book (included in this document). The answer-response book contains the answers to the learning activities and self-evaluation quizzes found in each of the eleven chapters of the study-direction book. In addition, the answer book contains optional exercises for the student. A progress chart is found at the end of the document for both the student's and teacher's benefit. (BM).

ED 170 575 CE 021 399

Petry, John R. And Others

Tennessee Vocational Education Articulation Project: Final Report.

Memphis State Univ. Tenn. Bureau of Educational Research and Services

Spons Agency—Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education

Pub Date—78

Pub Type—Reports—Research/Technical (143). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC11 Plus Postage

Descriptors—*Articulation, Education, *Cooperative Programs, *Coordination, *Program Administration, *Program Improvement, *Vocational Education, Apprenticeships, Career Guidance, Community Colleges, Correctional Institutions, Educational Objectives, Educational Research, Postsecondary Education,

Private Schools, Program Development, Reports, Research Projects, School Counseling, Secondary Education, Surveys, Technical Institutes

Identifiers—Comprehensive Employment and Training Act, Tennessee

As a result of the concern for knowledge about the problems students face in achieving their educational goals, a study was conducted to answer two questions: "To what degree is articulation working in Tennessee"? and "What do our constituents say should be done to establish the process for effecting articulation"? Opinions regarding vocational education articulation were solicited in various surveys: general (secondary and postsecondary school personnel), institutional (secondary school principals and postsecondary administrators), student (postsecondary and Comprehensive Employment and Training Act (CETA) student employees), and vocational program (CETA personnel). The data gathered led to several conclusions: (1) students in postsecondary vocational education programs felt they had received effective guidance, while these same students felt they had not received effective guidance while in high school; (2) there is a lack of formal articulation between institutions; (3) standardized course and program objectives have not been widely used; (4) students were awarded credit for competency, previous course work, work experience, and military experience on a very limited basis; (5) there should be more involvement of employers in curriculum planning and development; and (6) the state department of education should assume a larger responsibility in effecting articulation. (Survey instruments, correspondance, data presentation, and a bibliography are appended.) (LRA).

ED 170 577 CE 021 401

Randolph, Harland

Black Leaders' Attitudes toward the Desirability of Black Students' Entering and Completing Vocational Education Programs. A National Study.

Nellum (A. L.) and Associates, Washington, D.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Administrator Attitudes, *Black Students, *Educational Needs, *Job Training, *Policy Formation, *Vocational Education, Black Leadership, Educational Administration, Educational Research, Employment Opportunities, Enrollment Influences, Federal Government, Financial Support, Graduation Requirements, National Surveys, Needs Assessment, Postsecondary Education, Program Development, Program Improvement, Relevance Education, Secondary Education

Identifiers—Office of Education

In a national study to help assure that programs meet the legislative mandate and are socially responsive to black students' needs, federal vocational education administrators surveyed black leaders. Respondants included 1,252 persons. The first of three major survey questions—"Is it desirable for black students to enter and complete vocational education programs? "—was answered 'yes'. This answer assumes that the program provides marketable skills and other benefits that outweigh negative aspects and preclude a tracking system. In answering question 2—"What kind of vocational education programs will help more blacks successfully enroll in and complete the programs? "—six recommendations were formulated: relate training to available or emerging jobs; provide sound academic studies; arrange for on-the-job work experiences; increase the amount of stipends and number of scholarships; set high graduation requirements; provide placement services, and conduct follow-up studies. Question 3—"How can vocational education programs better meet the training-employment needs of black students? — was responded to with policy recommendations for training black youth to be employable. Based on study findings and Policy Panel and Strategic Advisors' opinions, the Office of Education made recommendations in seven areas: Black involvement, goals and accountability, federal administration of vocational education, funding, occupational diversity, employment, and alternative occupational training programs. (CSS).

ED 170 578 CE 021 407

Katz, Douglas S. Oglesby, Elizabeth H.

A Manual of Competency Matched Instructional Materials for Developing Coal Mining Curricula.

Conserva, Inc. Raleigh, N.C.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Competency Based Education, *Curriculum Development, *Job Skills, *Material Development, *Performance Criteria, Curriculum Guides, Employment Qualifications, Entry Workers, Instructional Materials, Resource Materials, Secondary Education, Skill Development

Identifiers—Coal Mining, Illinois

To assist in the development of secondary level coal mining curricula, this report identifies sixty-four competencies considered by coal mining companies and instructors to be of major or moderate importance. Also, four tables are used to aid curriculum planners. Table 1 contains occupational competencies ranked in importance for the secondary level coal mining curriculum; the instructional level is also included. Table 2 lists occupational competencies matched to available instructional resources, and table 3 presents an inventory of available instructional training resources matched to the coal mining competencies (knowledges and skills) which they cover. Table 4 inventories available instructional resources by source, title, author, description, and price. Following the tables are four procedural steps for curriculum planners: (1) identify competencies for inclusion in the coal mining curriculum; (2) identify instructional materials available for use in teaching the competencies selected in step 1; (3) match instructional/training materials to competencies to determine materials best suited for teaching competencies identified in step 1; and (4) make final selection of instructional/training materials to be used in the secondary level coal mining curriculum for entry-level miners. (CSS).

ED 170 579 CE 021 442

Occupational Stress. Proceedings of the Conference on Occupational Stress (Los Angeles, California, November 3, 1977).

California Univ. Los Angeles. Inst. of Industrial Relations

Spons Agency—National Inst. for Occupational Safety and Health (DHEW/PHS), Rockville, Md

Report No.—N1OSH-78-156

Pub Date—78

Contract—PHS-78-0647

Note—83p

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type—Speeches, Conferences Papers (150). Reports—Research/Technical (143). Collected Works—Proceedings (021)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Stress Variables, *Work Environment, Conference Reports, Employment Problems, Environmental Influences, Mental Health, Physical Health, Research Reports

The proceedings of a conference on occupational stress are contained in this report. Presentation titles include the following: "Basic Concepts of Organizational Stress—Causes and Problems," "Occupational Sources of Stress: A Review of the Literature Relating to Coronary Heart Disease and Mental Ill Health," "A Review of (National Institute for Occupational Safety and Health) Psychological Stress Research—1977," "The Health Consequences of Shift Work," "Heart Stress: The Concept of Types A and B," "Stress Management at TRW (Defense and Space Systems Grays)," "The Stress Reduction Program at University Hospital, University of California Medical Center, San Diego," "A Unique Approach to Stress Reduction: Application of Biofeedback," "Application of Biofeedback—A Discussion," and "Summary—Where Do We Go From Here," (two summaries provided). (JH).

ED 170 583 CE 021 448

Parenthood Education: A Curriculum Guide.

Northern Illinois Univ. De Kalb. Dept. of Home Economics

Spons Agency—Illinois State Office of Education. Springfield. Div.

of Adult Vocational and Technical Education
Pub Date—79
Contract—RD3-A8-597; RD3-B9-104
Note—188p.; Not available in hard copy due to small print
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Child Development, *Competency Based Education, *Home Economics Education, *Learning Activities, *Parenthood Education, Child Rearing, Curriculum Guides, Family Structure, Parent Responsibility, Social Responsibility, Teaching Guides

This home economics education curriculum guide provides the teacher-developer with learner competencies for a parenthood education program. The guide is designed in the form of competency statements, criteria for the competency, and enabling activities. Chapter 1, parental relationships, contains competencies concerning preparation for parenthood, description of a family unit, and parental roles. Chapter 2, children, discusses discipline, child development, and teaching of values. Chapter 3, socio-cultural, examines community service and society and family. Chapter 4, parenthood, deals with parent impact on child, prenatal care, and parental skills and concerns. Chapter 5, individual or student needs, includes being adaptive in the world and developmental tasks. A list of references, such as books, periodicals, pamphlets, films, filmstrips, and miscellaneous materials follows the competency lists. An annotated bibliography of books, filmstrips, pamphlets, cassettes, kits, film supplements, and various materials concerning nutrition is also included. Lists of workshop participants and field testers who developed the guide are appended. (CT).

ED 170 584 CE 021 451

Perrine, Patricia
Health Occupations: Clinical Rotations and Learning Packets.
Rutgers, The State Univ. New Brunswick, N.J. Curriculum Lab
Report No.—HL-483
Pub Date—79
Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103 - Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903—($4.50, plus postage)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Allied Health Occupations Education, *Clinical Experience, *Instructional Materials, *Medical Technologists, *Nursing, *Nursing Education, Check Lists, Clinical Diagnosis, Curriculum Guides, Dentistry, Diabetes, Educational Objectives, Learning Activities, Medical Laboratory Assistants, Pediatrics, Pharmaceutical Education, Physical Therapy, Secondary Education

A one-year introductory course covering twelve different health occupations is presented in this curriculum guide designed for use at the secondary education level. Following a list of course objectives and suggested time allotments for each unit, the health occupations course outline is provided. Unit titles are the following: orientation and overview, the student as a health worker, diagnostic cluster, dietary cluster, pharmacy and drugs, respiratory therapy, dental cluster, health office cluster, patient-care cluster, rehabilitation cluster, job opportunities and preparation, and clinical ractice (including suggestions for clinical rotation, suggestions for agencies involved, and the employee evaluation form). Each unit contained in the outline includes a list of course objectives, instructional topics, procedures and needed materials, and evaluation methods. The bulk of the document describes suggested clinical experiences in community organizations (including student objectives and task checklists) and contains individual learning packets coordinated with them. The clinical experiences are in nursing, pediatrics, medical laboratory, radiology, electrocardiography and electroencephalography, respiratory therapy, dentistry, office work, dietetics, physical therapy, occupational therapy, and special senses. (JH).

ED 170 590 CE 021 458

A Teacher's Guide to Career Education, 6-8.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Pub Date—75
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Art Education, *Career Education, *Choral Music, *English, *Science Education, *Social Studies, Behavioral Objectives, Earth Science, Educational Philosophy, Grade 6, Grade 7, Grade 8, Health Education, Learning Activities, Lesson Plans, Mathematics Education, Physical Education, Remedial Reading, Teaching Guides
Identifiers—South Carolina

Lesson plans for activities in career education are presented in this teacher's guide designed for grades 6-8. The first section presents South Carolina's position on career education. Section two outlines suggested learner objectives to be attained under seven elements of career education: self-knowledge, decision-making skills, career awareness, economic awareness, educational awareness, attitudes and appreciation, and social awareness. The next section, the bulk of the document, contains the career education lesson plans: twenty-one for grade 6, twenty-two middle school-english, thirteen grade 7-math, twenty grade 7-choral music, nineteen grades 7 and 8-life and Earth science, twenty grade 7-remedial reading, twenty grades 7 and 8-physical education and health, twenty grade 8-art, ten grade 8-mathematics, and seventeen grades 7 and 8-social studies. Each lesson plan includes grade level, subject area, educational concept, element and element objective, activities, resources, and followup activities. (JH).

ED 170 591 CE 021 460

McCall, Jesse A. Jr
An Administrator's Guide to Career Education.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Pub Date—75
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—General (130)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Administrator Responsibility, *Administrator Role, *Career Education. *Performance Criteria, *Skills, Administrative Organization, Administrator Guides, Education, Educational Philosophy, Elementary Secondary Education, Models, Program Development, Reference Materials
Identifiers—South Carolina

Suggestions of roles and responsibilities are presented in this booklet designed to assist administrators in the implementation of career education in South Carolina. The first section gives South Carolina's concept of career education. Section 2 outlines the roles of the district superintendent, district coordinator, and school principal in a career education program. Section 3 lists various teacher resource material (films, filmstrips, books, booklets, posters, and kits). The list is organized into those materials available free and those available for a price. The final section lists competency statements and performance criteria for three administrator models for career education: elementary administrator (42 statements); middle or junior high administrator (33 statements); and secondary administrative (34 statements). (JH).

ED 170 592 CE 021 463

Simcoe, Annell L.
Vocational Equal Access Research Project. Final Report.
Rutgers, The State Univ. New Brunswick, N.J. Dept. of Vocational-Technical Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—79
Contract—G007701987
Note—166p
Pub Type—Reports—Research/Technical (143). Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF01/PC07 Plus Postage
Descriptors—*Access to Education, *Educationally Disadvantaged,

•Equal Education, •National Surveys, •Vocational Education, Administrators, Admission School, Admission Criteria, Data Analysis, Data Collection, Disadvantaged Youth, Educational Research, Financial Support, Information Needs, Interviews, School Counseling, Student Recruitment, Success, Teaching Methods, Vocational Directors, Vocational Education Teachers
Identifiers—New Jersey

A study was conducted to identify barriers that have prevented large numbers of disadvantaged youth from attaining access to vocational education and to identify specific program elements associated with successful recruitment and vocational training of the educationally disadvantaged. Two modes of data collection were employed: (1) a project-developed survey instrument (The Equal Access Self-Rating Scale) mailed to a national sample of eighty vocational education state officials, program directors, teachers, and teacher educators and (2) personal interviews with a sample of twenty-one vocational program administrators and counselors drawn from vocational programs in New Jersey. Analysis of responses to the mailed survey indicated that two main obstacles to equal access and successful program completion were inadequate guidance and informational services and inadequate financial resources to support appropriate modified vocational programs for the disadvantaged. Responses to the personal interviews suggested that vocational educators regarded disadvantaged students as high risk applicants and, when forced to make priority selections, tend to admit better qualified (on the basis of previous school records) applicants. Seventeen teaching techniques and instructional management strategies (e. g. individualized instruction, competency-based instruction, etc.) were identified as success factors. (JH).

ED 170 593 CE 021 465

Quinn, Karen M. Norton, Robert E.
Use the Competency-Based Approach to the Preparation of Local Administrators of Vocational Education. Module LA-101.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—•Administrator Education, •Behavioral Objectives, •Competency Based Education, •Learning Activities, •Vocational Directors, •Vocational Education, Instructional Materials, Learning Modules, Performance Criteria, Workshops

This module is part of a comprehensive workshop training package designed to assist in developing strategies for improving the preservice and inservice preparation of local vocational education administrators. The module addresses, through a variety of individual, small group, and large group experiences, many of the competencies that educators need to effectively carry out their role and responsibilities as vocational administrator educators. An introduction and six sequential learning experiences are included in this module. Overviews, which precede each learning experience except the final one, provide brief descriptions of what each learning experience entails. The first five learning experiences are designed to provide the needed background information and to give the participant opportunities to apply that information in practice situations. The final learning experience is designed to allow the participant to use the competency-based approach for improving the preparation of local administrators of vocational education. (BM).

ED 170 594 CE 021 466

Norton, Robert E. And Others
Alternate Delivery Strategies for Preparing Vocational Administrators.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—•Administrator Education, •Competency Based Education, •Educational Strategies, •Internship Programs, •Vocational Directors, •Vocational Education, Field Experience Programs, Program Costs, Program Descriptions, Program Effectiveness, Teaching Methods

This document is part of a comprehensive workshop training package designed to assist in developing strategies for improving the preservice and inservice preparation of vocational education administrators. Descriptions of three major delivery strategies are presented in this document. These strategies include the externship program, competency-based administrator education, and the internship program. General descriptions of these strategies are identified based on a comprehensive search of the literature. Specific examples of each strategy are also included, and the following information is delineated for each strategy procedures involved; advantages and disadvantages; funding process or cost of operation; and impact of the approach if evaluative data is available. (BM).

ED 170 595 CE 021 467

Norton, Robert E. And Others
An Annotated Bibliography of Administrator Instructional Materials.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Pub Type—Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—•Administrator Education, •Competency Based Education, •Evaluation, •Instructional Materials, •Vocational Directors, •Vocational Education, Annotated Bibliographies

This annotated bibliography of instructional materials is part of a comprehensive workshop training package designed to assist in developing strategies for improving the preservice and inservice preparation of local vocational education administrators. These reference materials are presented under the following four categories: (1) administrator modules; (2) related modules; (3) general instructional references for administrators; and (4) administrator instruments. The bibliographic entries included in this document were collected and assessed using an established list of criteria for evaluating their quality. (BM).

ED 170 596 CE 021 468

Norton, Robert E. And Others
Personnel Development for Local Administrators of Vocational Education. Final Report.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—G05-77-00149
Note—134p. ; For related documents see CE 021 465-467 ; Parts may be marginally legible due to print quality
Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—•Administrator Education, •Competency Based Education, •National Programs, •Vocational Directors, •Vocational Education, •Workshops, Learning Modules, Program Descriptions, Program Development, Program Effectiveness, Program Evaluation, Teaching Methods, Technical Assistance

A national training program was conducted to prepare selected vocational teacher educators and state department of education personnel to develop and/or improve personnel development programs for local administrators of vocational education. The training program consisted of a competency-based national training workshop and follow-up on-site technical assistance. (Workshop materials are also available in ERIC as CE 021 465-467.) Thirty participants representing ten different states were selected to participate in the workshop which was planned and conducted using a specially designed competency-based administrator education workshop module as the medium of instruction. A variety of stragegies was used, including small and large group presentations/discussions, individual activities, team activities, case studies, and hands-on activities. Feedback on the workshop was very positive. Participants reported significant gains in their own knowledge and ability to use the competency-based approach. Participants were particularly pleased with the quality of the workshop training materials and the quality of staff/participant in-

teractions. Several of the participating states have conducted needs assessments and made specific plans to provide expanded and competency-based administrator education programs within their respective states. (Author/BM).

ED 170 597 CE 021 470

Norton, Robert E. And Others

National Workshop to Improve Post-Secondary Vocational-Technical Personnel Development. Final Report.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G05-77-00149

Note—152p. ; For a related document see CE 021 469

Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Competency Based Teacher Education, *National Programs, *Program Development, *Program Evaluation, *Vocational Education Teachers, *Workshops, Postsecondary Education, Program Descriptions, Program Effectiveness, Teaching Methods

A project was conducted to assist post-secondary vocational-technical teacher educators and staff development personnel in improving staff development programs in two-year post-secondary institutions. Thirty-one applicants were selected to participate in a national workshop. These applicants included vocational-technical teacher educators and administrators and faculty members who are responsible for staff development efforts in two-year postsecondary institutions. Through a variety of learning experiences structured in a competency-based format, participants were provided an opportunity to acquire those competencies required to develop and implement a competency-based staff development (CBSD) program. Workshop instructional strategies included small and large group presentations/discussions, individual activities, case studies, role playing, and hands-on activities. During each workshop, participants formulated a plan for implementing a CBSD program. Evaluation data obtained immediately upon the conclusion of the workshop revealed that the participants perceived an increase in their level of competence with regard to the performance objectives addressed in the workshop. (The implementation guide used in the workshop is also available in ERIC as CE 021 469.) (Author/BM).

ED 170 598 CE 021 473

Whitcraft, James S.

Important Topics about Life & Living.

Rutgers, The State Univ. New Brunswick, N.J. Curriculum Lab

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education

Pub Date—79

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103-Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($3.50, plus postage)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Age, *Dating Social, *Marriage, *Reproduction Biology, *Self Concept. *Sex Education, Health Education, Home Economics Education, Instructional Materials, Physical Education, Secondary Education, Teaching Guides

This teacher's guide presents material suitable for junior and senior high school physical education, health, or home economics classes concerning life cycles and sex education. Unit 1, understanding the self, contains lessons on personality, self-image, defense mechanisms, peer groups, and the conformist. Unit 2, dating, contains lessons on going steady, premarital sex, birth control, abortion, and venereal disease. Unit 3 discusses the engagement period of a relationship. Unit 4, marriage, examines marriage, alternatives to marriage, and divorce. Unit 5, reproduction and the family, explores changes in family structure, the male and female reproductive systems, the menstrual cycle, conception, and pregnancy and childbirth. And unit 6, the end of life, contains a lesson on old age and death. Each unit contains a discussion of the main topic. Each lesson includes questions for discussion and review and student activities. A chart is included providing suggested time allocation for each lesson and suggested teaching notes. (CT).

ED 170 599 CE 021 474

Lyons, Lynn

Kenny and Karen Career in Hospitality and Recreation Land.

Rutgers, The State Univ. New Brunswick, N.J. Curriculum Lab

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education

Pub Date—79

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103— Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($3.25, plus postage)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Career Awareness, *Primary Education, *Recreation, Art, Handicrafts, Instructional Materials, Learning Activities, Music, Outdoor Education, Teaching Guides

Identifiers—Hospitality Occupations

This booklet is part of a series of activity booklets designed to increase the child's awareness of careers. It also provides reinforcement activities of the basic skills. In this particular booklet children in grades K-2 are introduced to careers in the field of hospitality and recreation. The subjects of the teaching sections are children's introduction, desk clerk, room attendant, recreation director, arts and crafts instructor, dancing instructor, baseball coach, snack counter sales, little theater, trail guide, swimming instructor, cleaner, hairdresser, tennis instructor, game room director, hotel manager, host/hostess, chef, piano player, and evaluation. Each section contains objectives, narration, learning activities, and suggested resources (e. g. records, films). Twenty activity sheets (e. g. cut and paste, coloring, mazes, hidden articles, jumbled letters) are also included. (CT).

ED 170 600 CE 021 476

Vetter, Louise And Others

Career Planning Programs for Women Employees: A National Survey. Research and Development Series No. 135.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—77

Contract—G007604056

Note—76p. ; Some pages in this document may not reproduce well due to small print; For related documents see CE 021 475-478

Pub Type—Reports—Research/Technical (143). Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Career Development, *Career Planning, *College Programs, *Employed Women, *Employer Employee Relationship, Adult Education, Cooperative Programs, Program Administration, State of the Art Reviews, Womens Education

A study was conducted which examined the career planning programs provided by employers for their women employees and by postsecondary education institutions for women employees through community-based (continuing education) programs or cooperative programs between educational institutions and employers. Data were collected during 1977 from responses to two mail survey instruments: one for employers and one for educational institutions. Instrument items were constructed after a literature search and work with consultants experienced in the areas of employee training and career development. Items on the employer instrument asked employers to indicate the career development activities they offer for women employees, to assess those activities they provide, and to describe those they do not offer as either "might be effective," "not feasible," or "not effective". In addition, respondents indicated which administrative arrangements, policies, facilities, and organizational pat-

terns listed on the instrument described their implementation of career development activities for women. Although the data indicate that a variety of career planning activities are provided for employed persons by employers and educational institutions responding to the instruments, activities specifically designed to respond to the concerns of working women are not widely offered (Recommendations for improving career planning programs for women are provided in this report.) (CT).

ED 170 601 CE 021 530

Units of Instruction. Health Occupations Education. Volume I. (Teacher's Guide).

East Texas State Univ. Commerce. Occupational Curriculum Lab

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology

Pub Date—78

Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428 ($7.20)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF03 Plus Postage. PC Not Available from EDRS

Descriptors—*Allied Health Occupations Education, *Instructional Materials, *Learning Activities, *Medical Services, *Office Practice, *Patients, Behavioral Objectives, Ethics, Job Application, Job Skills, Medical Vocabulary, Objective Tests, Teaching Guides, Vocational Education, Worksheets

Ten units on health occupations are presented in this teacher's guide. The units are the following: recording vital signs; job application and interview; grooming and personal hygiene; health careers; medical careers; medical ethics; medical terminology and abbreviations; medical asepsis; basic patient care (e. g. measuring and recording fluid intake and output); admitting, transferring, and discharging the patient; and office procedures in medical services (e. g. completing medical insurance forms). Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (JH).

ED 170 602 CE 021 531

Units of Instruction. Health Occupations Education. Volume II. (Teacher's Guide).

East Texas State Univ. Commerce. Occupational Curriculum Lab

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology

Pub Date—78

Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428 ($7.20)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF02 Plus Postage. PC Not Available from EDRS

Descriptors—*Allied Health Occupations Education, *Anatomy, *Clinical Diagnosis, * *First Aid, *Laboratory Technology, *Physiology, Behavioral Objectives, Human Relations, Instructional Materials, Job Skills, Learning Activities, Metric System, Objective Tests, Patients, Safety Education, Teaching Guides, Vocational Education, Worksheets

Ten units on health occupations are presented in this teacher's guide. The units are the following: special procedures; assisting with diagnostic procedures (e. g. collecting specimens); transporting patients; charting; medical laboratory procedures; giving standard first aid treatment; metrics for health occupations; human relations; safety; and anatomy and physiology. Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (CT).

ED 170 604 CE 021 533

Units of Instruction for Vocational Office Education. Volume 1. Filing, Office Machines, and General Office Clerical Occupations. Teacher's Guide.

East Texas State Univ. Commerce. Occupational Curriculum Lab

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology

Pub Date—78

Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428 ($16.20)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF04 Plus Postage. PC Not Available from EDRS

Descriptors—*Clerical Occupations, *Filing, *Instructional Materials, *Learning Activities, *Office Machines, *Office Occupations Education. Behavioral Objectives, Indexing, Job Skills, Money Management, Objective Tests, Office Practice, Teaching Guides, Vocational Education, Worksheets

Nineteen units on filing, office machines, and general office clerical occupations are presented in this teacher's guide. The unit topics include indexing, alphabetizing, and filing (e. g. business names); labeling and positioning file folders and guides; establishing a correspondence filing system; utilizing charge-out and follow-up file systems; filing materials (e. g. numerically); computing routine math transactions; operating office machines (e. g. offset machine); handling mail; purchasing supplies; and handling petty cash. Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (CT).

ED 170 605 CE 021 534

Units of Instruction for Vocational Office Education. Volume 2. Office Occupations—Related Information, Accounting and Computing Occupations, Information Communications Occupations, Stenographic, Secretarial, and Related Occupations. Teacher's Guide.

East Texas State Univ. Commerce. Occupational Curriculum Lab

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology

Pub Date—78

Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428 ($15.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF03 Plus Postage. PC Not Available from EDRS

Descriptors—*Accounting, *Business Communication, *Office Occupations Education, * *Secretaries, *Shorthand, Behavioral Objectives, Bookkeeping, Business Correspondence, Business English, Instructional Materials, Job Skills, Learning Activities, Objective Tests, Office Practice, Recordkeeping, Teaching Guides, Vocational Education, Worksheets

Sixteen units on office occupations are presented in this teacher's guide. The unit topics include the following: related information (e. g. preparing for job interview); accounting and computing (e. g. preparing a payroll and a balance sheet); information communications (e. g. handling appointments, composing correspondence); and stenographic, secretarial, and related occupations (e. g. taking dictation in shorthand and transcribing, making travel arrangements). Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting

basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (JH).

ED 170 606 CE 021 535

Units of Instruction for Vocational Office Education. Volume 3. Typing and Related Occupations. Teacher's Guide.

East Texas State Univ. Commerce. Occupational Curriculum Lab

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology

Pub Date—78

Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428 ($11.55)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF02 Plus Postage. PC Not Available from EDRS

Descriptors—*Instructional Materials, *Learning Activities, *Office Occupations Education, Behavioral Objectives, Business Skills, Objective Tests, Records Forms, Teaching Guides, Typewriting, Vocational Education, Worksheets

Eleven units on typing and related occupations are presented in this teacher's guide. The unit topics include the following: refining typing techniques; correcting originals and carbon copies; typing outlines, business forms, business letters and envelopes, memoranda, telegrams and cablegrams, minutes, agenda, itineraries, speeches, manuscripts, medical forms, legal documents, and statistical forms. Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (CT).

ED 170 607 CE 021 536

Sloan, Jamee Reid

Test Pool Questions, Area III.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center

Pub Date—79

Available from—Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1515 West 6th Avenue, Stillwater, Oklahoma 74074 ($15.00)

Pub Type—Tests, Questionaires, Evaluation instru ments (160). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Legal Responsibility, *Mental Health, *Practical Nursing, *Surgical Technicians, *Training Objectives, Diseases, Ethical Instruction, Medical Education, Medical Services, Teaching Guides, Tests

This manual contains multiple choice questions to be used in testing students on nurse training objectives. Each test includes several questions covering each concept. The concepts in section A, medical surgical nursing, are diseases of the following systems: musculoskeletal; central nervous; cardiovascular; gastrointestinal; urinary and male reproductive; endocrine; ear, eye, nose, and throat; also skin disorders and allergies, neoplastic diseases, and geriatric and rehabilitative nursing. Section B, mental health nursing, covers mental health and personality development. Section C, advanced personal vocational relationships, discusses the legal and ethical responsibilities of the licensed practical nurse. All sections also include answer sheets. (CT).

ED 170 609 CE 021 539

General Construction Trades. Volume 2. Teacher's Guide.

East Texas State Univ. Commerce. Occupational Curriculum Lab

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology

Pub Date—78

Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428 ($6.90)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF02 Plus Postage. PC Not Available from EDRS

Descriptors—*Bricklaying, *Cement Industry, *Electric Circuits, *Masonry, *Painting Industrial Arts, *Plumbing, Building Trades, Construction Process, Construction Materials, Electrical Systems, Instructional Materials, Job Skills, Learning Activities, Objective Tests, Safety, Teaching Guides, Vocational Education, Worksheets

Twenty-one general construction units are presented in this teacher's guide. The units are organized as follow: concrete finishing-two units (e. g. site preparation, pouring and finishing); plumbing-five units (e. g. pipe joints, angles, and flow; fixtures and valves); electrical wiring-five units (e. g. wiring procedures, planning a layout); painting-four units (e. g. wall preparation and prime coating; finish coating); and masonry and bricklaying-five units (e. g. mortar preparation and application; masonry walls). Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (CT).

ED 170 610 CE 021 540

General Mechanical Repair. Minor Automotive Maintenance. Volume 1. Teacher's Guide.

East Texas State Univ. Commerce. Occupational Curriculum Lab

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology

Pub Date—78

Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428 ($5.40)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF02 Plus Postage. PC Not Available from EDRS

Descriptors—*Auto Mechanics, *Trade and Industrial Education, Behavioral Objectives, Electrical Systems, Instructional Materials, Learning Activities, Objective Tests, Safety, Teaching Guides, Worksheets

Identifiers—Brake Systems, Engine Principles, Exhaust Systems, Fuel Systems, Lubrication Systems, Cooling Systems, Minor Automotive Maintenance, Steering Systems, Technical Skills, Tires, Transmissions (Automotive)

Fourteen units on minor automotive maintenance are presented in this teacher's guide. The units are the following: introduction to minor automotive maintenance, shop safety, engine principles, fuel system operation and repair, electrical system, ignition system, lubrication system, engine cooling system, exhaust system, wheel bearings and tires, brake bystem, frame suspension and steering, drive line, and cleaning the car. Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (JH).

ED 170 611 CE 021 541

General Mechanical Repair. Welding. Volume 2. Teacher's Guide.

East Texas State Univ. Commerce. Occupational Curriculum Lab

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology

Pub Date—78

Available from—Occupational Curriculum Laboratory, East Texas

State University, Commerce, Texas 75428 ($6.90)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Instructional Materials, *Learning Activities, *Welding, Behavioral Objectives, Job Skills, Objective Tests, Teaching Guides, Trade and Industrial Education, Worksheets

Five units on welding are presented in this teacher's guide. The units are the following: introduction to oxyacetylene welding, oxyacetylene welding positions and applications, use of the cutting torch, introduction to shielded metal arc welding, and welding joints and positions. Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (JH).

ED 170 612 CE 021 542

Units of Instruction for Office Duplication Practices. Volume I. (Teacher's Guide). Second Edition.
East Texas State Univ. Commerce. Occupational Curriculum Lab
Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology
Pub Date—78
Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428 ($8.95)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF02 Plus Postage. PC Not Available from EDRS
Descriptors—*Business Communication, *Instructional Materials, *Learning Activities, *Office Machines, *Office Occupations Education. *Office Practice, Behavioral Objectives, Employment Interviews, Filing, Indexing, Job Application, Objective Tests, Reprography, Secondary Education, Teaching Guides, Vocational Education, Worksheets

Eighteen units on office duplication practices are presented in this teacher's guide. The unit topics include the following: classroom safety; human relations in the office setting; grooming and hygiene; telephone communications; computing routine math transactions; stencil, fluid, and offset duplication; operating business machines; indexing, alphabetizing, and filing; handling mail; and job application and interview. Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (JH).

ED 170 613 CE 021 543

Units of Instruction for Office Duplication Practices. Volume II. (Teacher's Guide). Second Edition.
East Texas State Univ. Commerce. Occupational Curriculum Lab
Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology
Pub Date—78
Available from—Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428 ($8.95)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF02 Plus Postage. PC Not Available from EDRS
Descriptors—*Business Communication, *Instructional Materials, *Learning Activities, *Office Machines, *Office Occupations Education. *Reprography, *Typewriting, Behavioral Objectives, Business Correspondence, Job Skills, Layout Publications, Mathematical Applications, Money Management, Objective Tests, Paper Material, Photocomposition, Recordkeeping, Secondary Education, Teaching Guides, Vocational Education, Worksheets

Fifteen units on office duplication practices are presented in this teacher's guide. The unit topics include the following: consumer mathematics, stock record control, paper characteristics and classification, immovable carriage typewriter, using the manual typewriter, written communications, clerical recordkeeping, petty cash, supplementary machines, measurement, layout, photocomposing, thermal process, master makers, and verbal and nonverbal communications. Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (CT).

ED 170 614 CE 021 544

Diehl, Donald W. Penner, Wayman R.
Commercial Carpentry: Instructional Units.
Associated General Contractors of America, Washington, D.C. Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center
Pub Date—79
Available from—Associated General Contractors of America, 1957 E. Street, N.W. Washington, D.C. 20006; Curriculum and Instructional Materials Center, Oklahoma State University, Department of Vocational and Technical Education, 1515 W. Sixth Avenue, Stillwater, Oklahoma 74074 ($25.00)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF16 Plus Postage. PC Not Available from EDRS
Descriptors—*Carpenters, *Construction Process, *Construction Materials, *Equipment, *Instructional Materials, Behavioral Objectives, Blueprints, Criterion Referenced Tests, Curriculum Guides, Leadership Training, Teaching Guides

This manual contains instructional materials which measure student performance on commercial carpentry behavioral objectives; criterion-referenced evaluation instruments are also included. Each of the manual's eleven sections consists of one or more units of instruction. Each instructional unit includes behavioral objectives, suggested activities for teachers, information sheets, job sheets, visual aids, tests, answers to the test, and transparency masters. The eleven sections (and sample units) are as follow: (1) introduction (orientation, safety and first aid); (2) leadership (parliamentary procedure and public speaking); (3) related information (lumber, measuring); (4) tools (hand and power tools); (5) blueprint reading (basic math); (6) site (builder's level and transit); (7) forming (footing and wall forms); (8) framing (trusses and wall and partition framing); (9) exterior finish (plywood siding and trim); (10) interior wall finish (dry wall); and (11) interior trim (stair construction, paneling). A discussion on how to use each area of an instructional unit is also included. (CT).

ED 170 950 EA 011 740

School Bus Carbon Monoxide Intrusion. NHTSA Technical Report.
National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.—DOT-HS-803-705
Pub Date—78
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Air Pollution, *Equipment Maintenance, *Safety, *School Buses, *Testing, Elementary Secondary Education, Research Reports
Identifiers—Carbon Monoxide

This report presents the findings of a voluntary program conducted over a 10-month period during which school buses were tested for carbon monoxide (CO) levels under different climatological conditions. The objective of the test program was to determine whether or not

there are any serious CO intrusion problems or indications of potential problems on a small sample of the nation's school buses. The program was not designed to gather data from a statistically significant sample size; however, 645 tests were conducted in all areas of the United States, under varying test conditions, and using test equipment with different accuracies. Test results showed, based on a recommended level of 20 parts per million (PPM), that 7.2 percent of the buses tested exceeded this level, and 5.4 percent of the buses tested had maximum CO readings above 50 PPM. Recommendations included (1) development of advisories for concerned state, local, and private school bus agencies defining necessary maintenance and inspection procedures that will reduce or eliminate the CO intrusion problem; (2) promulgation of a standard defining maximum allowable CO levels for school buses; and (3) additional CO testing under controlled conditions and with an expanded data base. (Author/MLF).

ED 170 951 EA 011 744

Desegregation: Problems, Successes, and Next Steps. The View of Selected Chiefs and State Board Members.

National Association of State Boards of Education, Washington, D.C.

Pub Date—78

Pub Type—Speeches, Conferences Papers (150). Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*School Desegregation, Conference Reports, Desegregation Plans, Educational Policy, Elementary Secondary Education, State Programs

Identifiers—National Association of State Boards of Education

This document reports briefly on a meeting sponsored by the National Association of State Boards of Education and attended by state-level policy-makers from nine states deeply involved in desegregation efforts. Topics discussed by the participants in relation to desegregation efforts included funding, judicial and legislative commitment, state board authority, urban desegregation, postdesegregation needs, technical assistance, personnel, and community education. The report concludes with sixteen recommendations for state desegregation policy. (PGD).

ED 170 973 EC 114 678

Policy and Procedures Manual: Nonpublic School Tuition Assistance Program.

Maryland State Dept. of Education, Baltimore. Office of Special Education

Pub Date—78

Available from—Maryland State Department of Education, Special Education Division, Information Management Branch, P.O. Box 8717, Baltimore, Maryland 21240 ($4.00)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Legal/Legislative/Regulatory Materials (090). Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Administrative Policy, *Handicapped Children, *Private Schools, *State Standards, *Student Placement, *Tuition Grants, Guides, Individualized Programs, Private Agencies

Identifiers—Maryland

The manual describes the Maryland State Department of Education's responsibility and legal authority for administering the nonpublic school tuition assistance program for handicapped students. Procedures are addressed for such general areas as nonpublic institutions and child placement approval authority, nonpublic placement eligibility criteria, and nonpublic school application forms. Implications for an individual education program are considered, and procedures involved in making application for tuition assistance are described. Legal references and sample forms are included throughout the document. Among forms appended are those for the following areas: individualized education programs (services, present levels of performance, goals/objectives), previous placement summaries, program cost, individualized residential treatment plans, verifications/assurances, and application review. (CL).

ED 171 876 CE 017 225

Heyerdahl, Lawrence And Others

IVTC, BCSC, IUPUI-Columbus: Their Missions, Goals, Relationships, and Potential for Expanded Cooperation.

Bartholomew Consolidated School Corp. Columbus, Ind. EPIC, Inc. Tallahassee, Fla

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis

Pub Date—78

Pub Type—Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Agency Cooperation, *Coordination, *Institutional Characteristics, *Program Development, Community Cooperation, Community Leaders, Comparative Analysis, Cooperative Programs, Educational Finance, Elementary Secondary Education, Employment Projections, Enrollment Projections, Feasibility Studies, Higher Education, Operations Research, Postsecondary Education, School Business Relationship, Vocational Education

Identifiers—Bartholomew Consolidated School Corporation IN, Indiana, Indiana (Columbus), Indiana Vocational Technical College Columbus, Purdue University IN

A study was conducted to identify and clarify the stated missions, goals, and relationships of three institutions (Bartholomew Consolidated School Corporation (BCSC), Indiana Vocational Technical College (IVTC), and the Indiana University-Purdue University Indianapolis Campus (IUPUI)) to each other and the Columbus community to determine the potential for cooperative efforts in managing resources. Based on data obtained from the institutions, business and industry leaders, and representatives of the community, some conclusions were (1) the institutions have central threads of agreement in their missions and broad goals; (2) many programs/courses appear to be duplicates; (3) the institutions do not serve exactly the same geographical areas; (4) each institution projects a need in the late 1970's and early 1980's for additional facilities; and (5) the institutions appear to have functional and flexible organizational structures that encourage coordination and cooperation. On the basis of the findings recommendations were developed for five phases. The phase 1 recommendation is to have the institution cooperate with business, industry, and community representatives to develop a community education council for joint planning. A phase 2 recommendation is for the institutions to continue developing a cooperative program of sharing learning resources. (Appendixes include DCSC, IVTC, and IUPUI programs and enrollment information and profiles of Indiana economic regions 10, 11, and 12. (CSS).

ED 171 877 CE 017 384

Arnold, Don H. Wysong, Richard M.

An Approach to Identifying Local Employment Opportunities for Local High School Graduates. Final Report.

Wawasee Area Vocational Cooperative, Syracuse, Ind

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Indiana State Board of Vocational and Technical Education, Indianapolis

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Reports—Descriptive (141). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Guidance, *Employment Opportunities, *Job Application, Career Opportunities, Employer Attitudes, Employment, Employment Projections, Instructional Materials, Job Search Methods, Labor Market, Labor Needs, Learning Activities, Occupational Surveys, Program Descriptions, Secondary Education, Study Guides, Surveys, Vocational Education

Because most high school counselors have not had the opportunity to explore job opportunities in their own community, this project's purpose was (1) to provide the counselor with first hand information concerning the various job opportunities available to students in their own community; (2) to implement programs in the schools of the vocational school cooperative; and (3) to follow up the previous year's graduating class with a prepared instrument to improve curriculum and program offerings. A survey instrument was used to collect data from over one hundred fifty businesses in three school districts. A vocational guidance advisory committee assisted with project development and evaluation. A follow up survey was sent to the previous year's graduates to test a state-prepared instrument and to develop a

procedure to follow up school leavers. Employers listed the following comments on how the school could better prepare graduates for work: students need better attitudes toward work, more job seeking skills, more pride in work, more dependability and willingness to work, and more communication skills; teachers should be more informed about the needs of the community; and teachers should work in industry in the summer. (LRA).

ED 171 878 CE 017 393

(Florida State Department of Education) Division of Vocational Education Dissemination and Diffusion Handbook.

Florida State Dept. of Education, Tallahassee. Div. of Vocational Education

Report No.—DVE.1/78.150

Pub Date—78

Available from—Dissemination/Diffusion Section, Division of Vocational Education, Department of Education, Tallahassee, Florida 32304

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Diffusion, *Educational Methods, *Information Dissemination, *Instructional Materials, *Vocational Education, Career Education, Change Strategies, Delivery Systems, Educational Assessment, Educational Change, Educational Innovation, Guides

Identifiers—Vocational Technical Consortium States

This dissemination and diffusion handbook for the Florida State Department Division of Vocational Education is divided into ten chapters. Chapter 1 describes the functions of the dissemination and diffusion (D&D) section of the division of vocational education. Identifying the procedures and processes to be followed, chapter 2 focuses on the dissemination unit which is responsible for distributing new as well as established products. Chapter 3 presents and explains a model illustrating the publication request process for educational materials. Chapter 4 describes the functions of the D&D acquisitions and processing unit. Chapter 5 focuses on the diffusion unit which is primarily concerned with educational change; a model illustrating the diffusion process is presented and explained in detail in this chapter, and various diffusion strategies are presented in chapter 6. The role of the regional D&D consultant is defined in chapter 7. The activities involved in the dissemination and diffusion of V-TECS (Vocational-Technical Education Consortium of States) products are described in chapter 8, and dissemination and diffusion activities for career education are presented in chapter 9. Finally, chapter 10 describes the theoretical and research foundation of Impact Assessment, its relation to the basic D&D model, the basic questions that Impact Assessment answers, and the available methodologies and types of reports. Impact Assessment tools and examples of Impact Assessment reports are appended. (BM).

ED 171 880 CE 017 395

User's Manual. Educational Progress in Careers.

EPIC, Inc. Tallahassee, Fla

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education

Pub Date—77

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Community Education, *Community Involvement, *Economics Education, *Educational Assessment, *Evaluation Methods, Administrator Guides, Data Analysis, Data Collection, Elementary Secondary Education, Guidelines, Program Development, Surveys, Test Interpretation

Identifiers—Educational Progress in Careers, Florida

Divided into six chapters, this user's manual accompanies a battery of tests developed by the Educational Progress in Careers (EPIC) project which was organized to develop and validate a system for evaluating career, economic, and community education projects in Florida schools. Chapter 1 presents an action checklist of steps to be followed by local personnel in planning and implementing the EPIC evaluation system. Chapter 2 describes the project organization, purposes of EPIC, the ten components of career/ economic/ and community education, the instrument battery, instrument reliability and validation procedures, and other related topics. Chapter 3 provides guidelines for selecting the evaluation coordinator and the evaluation committee. Finally, chapters 4 through 6 provide guidelines for planning the evaluation, conducting the data collections, and using the results. Additional information concerning interpretation of results and uses of the instruments is appended. (See CE 017 406 for a full description of EPIC project activities and instrument validation.) (BM).

ED 171 881 CE 017 396

Instruments for Teachers. Educational Progress in Careers.

EPIC, Inc. Tallahassee, Fla

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education

Pub Date—77

Pub Type—Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Community Education, *Economics Education, *Educational Assessment, *Educational Needs, *Teacher Attitudes, Elementary Secondary Education, Questionnaires

Identifiers—Educational Progress in Careers, Florida

Designed to survey teachers, this questionnaire was developed and validated by the Educational Progress in Careers (EPIC) project to evaluate career, economic, and community education programs in Florida Schools. The instrument surveys the teachers' knowledge of the economic system, occupations, and employment and entry skills. (A User's Manual for the complete battery of EPIC instruments is available in ERIC as CE 017 395). (BM).

ED 171 882 CE 017 397

Instruments for Administrators. Educational Progress in Careers.

EPIC, Inc. Tallahassee, Fla

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education

Pub Date—77

Pub Type—Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Administrator Attitudes, *Career Education, *Community Education, *Economics Education, *Educational Assessment, *Educational Needs, Elementary Secondary Education, Questionnaires

Identifiers—Educational Progress in Careers, Florida

Designed for school administrators, this booklet contains four instruments developed and validated by the Educational Progress in Careers (EPIC) project to evaluate career, economic, and community education programs in Florida Schools. The instruments included in this document are intended to survey (1) career education directors, (2) placement/follow-up directors, (3) school coordinators, and (4) community education directors. (A User's Manual for the complete battery of EPIC instruments is available in ERIC as CE 017 395). (BM).

ED 171 883 CE 017 398

Instruments for Parents. Educational Progress in Careers.

EPIC, Inc. Tallahassee, Fla

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education

Pub Date—77

Pub Type—Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Community Education, *Economics Education, *Educational Assessment, *Educational Needs, *Parent Attitudes, Community Involvement, Elementary Secondary Education, Questionnaires

Identifiers—Educational Progress in Careers, Florida

Designed to survey parent and community members, this instrument was developed and validated by the Educational Progress in Careers (EPIC) project to evaluate career, economic, and community education programs in Florida Schools. The instrument is divided into the following parts: (a) community attitudes; (b) community facility and program needs; and (c) course offerings. (A User's Manual for the complete battery of EPIC instruments is available in ERIC as CE 017 395). (BM).

ED 171 885 CE 017 400

Instruments for Senior High Students. Educational Progress in Careers.

EPIC, Inc. Tallahassee, Fla

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education

Pub Date—77

Pub Type—Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Community Education, *Economics Education, *Educational Assessment, *Educational Needs, *Student Attitudes, Career Awareness, Career Planning, Job Skills, Occupational Information, Questionnaires, School Attitudes, Secondary Education

Identifiers—Educational Progress in Careers, Florida

Designed for use with senior high students, this booklet contains fourteen instruments developed and validated by the Educational Progress in Careers (EPIC) project to evaluate career, economic, and community education programs in Florida Schools. The instruments included in this document are: Attitudes toward School; Worker Titles; Education and Training Preparation; Knowledge of the Economic System; Education/Training/Licensing/and Union Requirements of Jobs; What Workers Do on the Job; Career Planning Activities Checklist; Communications about Careers; Knowledge About Careers; Knowledge of General Career Information; Considering Careers; Considering Courses for Careers; Knowledge About Career Planning; and Inventory of Work Skills. A student critique of these instruments is also included. Each instrument has a set of student instructions, and an answer sheet is provided. (A User's Manual for the complete battery of EPIC instruments, is also available in ERIC as CE 017 395). (BM).

ED 171 886 CE 017 406

Justiz, Thomas B.

Evaluating Career, Economic, and Community Education Programs. Final Report, July 16, 1974, to June 30, 1 976 (and) Appendices to Final Report.

EPIC, Inc. Tallahassee, Fla

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education

Pub Date—79

Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Community Education, *Economics Education, *Educational Assessment, *Evaluation Methods, Administrator Attitudes, Community Involvement, Data Collection, Elementary Secondary Education, Parent Attitudes, Program Descriptions, Student Attitudes, Surveys, Teacher Attitudes, Test Construction, Test Validity

Identifiers—Educational Progress in Careers, Florida

Educational Progress in Careers (EPIC), Inc. was organized (1) to develop and validate a system for evaluating career, economic, and community education projects in Florida schools and to assist educators and school district administrators in assessing the status of career, economic, and community education programs; (2) to develop valid data collection procedures at each educational level (elementary, middle/junior high and senior high); and (3) to develop a method for continually involving business representatives, parents, and educators in this evaluation as members of a local evaluation committee in each Florida school district. The final products of this two-year effort include a battery of evaluation instruments (CE 017 394 and CE 017 396-406) for collecting data from students (grades 2 through adult), staff, administrators, and parents and a set of evaluation guidelines (CE 017 395). Some of the findings are the following: (1) over 50% of all students reported a gain in occupational knowledge and/or career planning as a result of the exposure to the instruments; (2) EPIC instruments which measured the knowledge components of the EPIC battery were able to discriminate between treatment, county, and/or grade groups in twenty-two of thirty-one comparisons; and (3) of the eighteen student performance instruments developed, ten are valid and reliable requiring little or no modifications and seven contain valid and reliable items which require modification of items and/or scoring procedures. (Only one instrument was deleted from the battery.) (BM).

ED 171 889 CE 018 500

Improving State Vocational Education Planning. A Manual for Developing State Plans. Final Report.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-77-0056

Note—40p. ; Not available in hard copy due to broken print in the original document; For a related document see ED 164 798

Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Educational Planning, *Material Development, *Statewide Planning, *Summative Evaluation, *Vocational Education, Formative Evaluation, Guides, Postsecondary Education, Program Descriptions, Program Development, Program Evaluation, Secondary Education

This report describes the development and effectiveness of a manual created for use in developing state plans for vocational education. The task of developing the manual involved six kinds of activities, including the selection and use of an advisory committee, utilization of a technical review panel, and assessment of the manual. Topics covered in the manual as finally approved include the following: the need to improve state plans for vocational education, the planning process, planning for the preparation and submission of state plans for vocational education, and using employment data in vocational education planning. Pre- and post-tests on the manual's contents were given to two groups of nine persons. One group consisted of staff members from two state divisions of vocational education, while the second was composed of local vocational education directors and planners. The results showed that both groups made significant gains in their knowledge about state plan development after reading the manual. (The appendix comprises three-fourths of this report and includes a list of the project consultants, advisory committee members, and technical advisory panel members; an abstract of the manual's contents; and the pre- and post-test with instructions and answer key. The manual itself is available in ERIC as ED 164 798.) (EM).

ED 171 890 CE 018 661

Stewart, Bob R. And Others

Instructor's Guide to Supervised Occupational Experience Programs for Vocational Agriculture Placement. Missouri Agricultural Education Series. Volume 11, Number 6, June 1978.

Missouri Univ. Columbia. Instructional Materials Lab

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City

Pub Date—78

Available from—Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri-Columbia, Columbia, Missouri 65201

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Collected Works—Serials (022)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Student Experience, *Student Placement, *Vocational Education, *Work Experience Programs, Cooperative Programs, Curriculum Guides, Lesson Plans, Program Development, Program Improvement, Secondary Education, Student Records

Four units of instruction are provided in this curriculum guide designed for vocational agriculture teachers in planning and conducting classes for students with supervised occupational experience (SOE) placement programs. Unit 1 contains three lessons on starting an SOE program. Lesson topics are placement programs to consider, getting started in a placement program, and keeping placement records. Unit 2 provides three lessons on expanding the placement program: placement program up-date, summarizing placement records, and evaluating program success. Unit 5 contains three lessons on starting an agriculture cooperative (co-op) placement program. Lesson topics include co-op placement programs available, making arrangements for a co-op program, and obtaining a co-op

placement position. The last unit provides three lessons on improving a co-op placement program. These are on summarizing records, evaluating the placement program, and opportunities in agribusiness as an employee/owner. Each lesson in the units generally includes an outline of the teaching procedure, transparency masters, forms or handouts, and a unit test with answer key. (JH).

ED 171 891 CE 018 662

Stewart, Bob R. And Others

Record Book for Supervised Occupational Experience Programs in Vocational Agriculture Placement. Missouri Agricultural Education Series, Volume 11, Number 3.

Missouri State Dept. of Education, Jefferson City. Div. of Career and Adult Education. Missouri Univ. Columbia. Dept. of Practical Arts and Vocational-Technical Education. Missouri Univ. Columbia. Instructional Materials Lab

Pub Date—78

Available from—Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Collected Works—Serials (022)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Recordkeeping, *Student Experience, *Vocational Education, *Work Experience Programs, Money Management, Records Forms, Secondary Education

Identifiers—Future Farmers of America

Copies of twelve recordkeeping forms are provided in this record book designed for use by vocational agriculture students in a supervised occupational experience program (SOEP). The forms are organized into three sections: (1) receipts and expenditures (money received, money paid out, cash flow, financial statement, and profit and loss statement); (2) placement (SOEP agreement, placement training agreement, training plan, SOEP summary, and record of show or fair activities); and (3) Future Farmers of America (FFA) leadership (specific accomplishments in FFA and general activities in both FFA and outside FFA). (JH).

ED 171 892 CE 018 667

World Foods. Fish and Seafood—The Present and Future Use in World Foods.

Missouri Univ. Columbia. Instructional Materials Lab

Report No.—HE-34-I

Pub Date—79

Available from—Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Food, *Foods Instruction, *Home Economics, *Nutrition Instruction, Curriculum Guides, Secondary Education, Teaching Guides

This teacher's guide contains materials to be used in the study of fish and seafood and their contribution in the present and future to feeding the world's people. The guide's one unit provides an overview of the various uses of fish and seafood in various cuisines, their nutritional qualities, their various classifications and forms, and the principles and techniques of fish cookery. The unit contains a list of objectives (e. g. identify the nutritional contributions and advantages of fish), suggested activities for instructor and student, and instructional materials (information sheets, e.g. fish and seafood in cuisines throughout the world), transparency masters (e. g. market forms of fresh fish), assignment sheets (e. g. word scrambles), tests (multiple choice, matching, and essay), and an answer key. The unit also includes a list of reference books, articles, and films. (CT).

ED 171 894 CE 018 669

White, Betty F. And Others

World Foods. Good Food, Gift of German Cooking.

Missouri Univ. Columbia. Instructional Materials Lab

Report No.—HE-38-I

Pub Date—79

Available from—Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Cooking Instruction, *Foods Instruction, *Foreign Countries, *Social Studies, *Vocabulary, Curriculum Guides, Food, Foreign Culture, Geography Instruction, Home Economics, Nutrition Instruction, Secondary Education, Teaching Guides

Identifiers—Germany

This teacher's guide contains materials to be used in a study of Germany and its cuisine. Unit 1 provides an overview of German geographic, political, economic, social, and cultural characteristics. Unit 2 studies German food habits, nutrition, food preparation, and meal patterns. Each unit contains a list of objectives (e. g. identify the type of climate in Germany; identify three popular German poultry dishes), suggested activities for instructor and student, and instructional materials (objectives, information sheets, transparency masters, and tests—multiple choice, matching, identification, and essay), and answer key. Unit 2 also contains a job sheet (making weiner schnitzel or cheese schnitzel) and two assignment sheets (e. g. crossword puzzle). (CT).

ED 171 895 CE 018 670

Calhoun, Helen And Others

World Foods. The Flavor of France.

Missouri Univ. Columbia. Instructional Materials Lab

Report No.—HE-31-I

Pub Date—79

Available from—Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Cooking Instruction, *Foods Instruction, *Foreign Countries, *Social Studies, *Vocabulary, Curriculum Guides, Food, Foreign Culture, Geography Instruction, Home Economics, Nutrition Instruction, Secondary Education, Teaching Guides

Identifiers—France

This teacher's guide contains materials to be used in a study of France and its cuisine. Unit 1 provides an overview of French geographic, political, economic, social, and cultural characteristics. Unit 2 studies French food habits, nutrition, food preparation, and meal patterns. Each unit contains a list of objectives (e. g. identify the type of salad preferred by the French; state the predominant religion in France), suggested activities for instructor and student, instructional materials (objectives, information sheets, e.g. vocabulary), transparency masters, assignment sheets, tests (multiple choice, matching, and essay), and answer key. Unit 2 also contains three job sheets (making crepes, omelets, and souffles). (CT).

ED 171 898 CE 019 730

Richardson, E. Clayman, Linda

Attitude of Employers of Fitting and Machining Apprentices towards Apprentices. (C. A.T. Education Monograph) No. 15.

Macquarie Univ. North Ryde (Australia). Centre for Advancement of Teaching

Spons Agency—Australian Committee on Technical and Further Education, North Ryde (Australia)

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Apprenticeships, *Employer Attitudes, *Machine Tool Operators, *School Business Relationship, *Trade and Industrial

Education, Employer Employee Relationship, Employment Patterns, Employment Qualifications, Industrial Training, Inplant Programs, On the Job Training, Postsecondary Education, Released Time, Reports, Research Projects, Skilled Occupations
Identifiers—Australia, Australia (Sydney)

As a result of studies on fitting and machining apprentices attitudes toward employers, a study was conducted to obtain the attitudes of a sample of employers toward apprenticeship. Three hundred questionnaires were distributed to employers of fitting and machine students studying at a number of Sydney (Australia) Technical Colleges. An examination of the response pattern on the thirty-five questionnaires that were returned indicated that (1) in contrast to what some technical college teachers believed, most employers did have set policies for selecting apprentices; (2) more than half offered some form of incentive to apprentices to do a high quality job; (3) the majority had a favorable attitude toward technical colleges and would continue to send their apprentices to technical colleges even if the legal requirement was withdrawn; (4) only one-third believed that they were obligated to fully train the apprentice; (5) the majority answered that apprenticeship was the most effective way of training young people for the skilled trades, but only about half believed apprenticeship would train a sufficient number of workers; and (6) half believed the government should finance and control the content of training. (LRA).

ED 171 899 CE 019 831

Ticknor, Duane Lesher, Connie
Implementation Guide for Exploratory Work Experience Program for Small Urban Schools, Grades 7-12.
Lincoln County School District, Oreg
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Oregon State Dept. of Education, Salem. Career and Vocational Education Section
Pub Date—78
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Career Exploration, *Rural Schools, *School Districts, *Urban Schools, *Work Experience Programs, Career Education, Demonstration Programs, Models, Program Descriptions, Secondary Education
Identifiers—Oregon

The career/vocational education section of the Oregon Department of Education developed a project to cope with exploratory work experience problems. Three school district models were selected: an urban/semiurban model, a semiurban/rural model, and a rural model. Problems and solutions were presented in three handbooks, and the urban model also produced the 'Nonpaid Exploratory Work Experience Handbook for Teachers'. The project provided nonpaid work experiences in varying lengths for students in grades 7-12. Project accomplishments included (1) six junior high school staff and six high school teachers wrote curriculum, developed activities, and taught career education concepts, (2) a planned articulated effort was made in career awareness and exploration between a high school and a seventh and eighth grade, (3) an assessment of community interest and willingness to be involved was made, (4) an exploratory work experience in the family life role area was developed and implemented, and (5) three occupational cluster programs in high school were developed. Appendixes contain an exploratory work experience model, a miniresume form, a record in career education form, a junior high exploration packet, and a high school exploratory work experience packet. (CSS).

ED 171 901 CE 020 068

Lewis, James P.
Implementation of Metric Measurement into the Vocational Curriculum of Pennsylvania.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education
Pub Date—79
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Curriculum Development, *Inservice Teacher Education, *Metric System. *Teaching Methods, *Vocational Education, Pilot Projects, Program Descriptions, Teacher Workshops

To implement metric education in Pennsylvania's vocational curriculum, the following objectives were planned: (1) establish two pilot metric measurement sites; (2) reproduce 150 copies of the 55 metric measurement booklets developed by the National Center for Research in Vocational Education (NCRVE); (3) orient vocational administrators to the curricular implications of metrics and to the administrative support needed for implementation; (4) provide information to teacher educators on metrics and the strategy for the modification of curriculum; (5) prepare trainers who can offer workshops at the local level in the state; (6) conduct local workshops to prepare teachers to use the NCRVE metric materials; and (7) prepare students to use metric measuring devices and terminology in their trade areas. Some of the major outcomes of the project include the following: two metric measurement pilot sites were successfully started and a model program for other vocational schools was adopted; a total of 109 facilitators were successfully trained to teach metric measurement to the vocational teachers; local facilitators successfully trained over 1,200 vocational teachers on how to teach metric measurement to their students; the vocational teachers gave metric measurement instruction to over 17,000 vocational students; and over 7,000 students were able to master the metric measurement material to a level of 80% or better. Further, it is projected that by 1981 the 44 vocational schools and 18 correctional institutions that received funds for metric education will have given instruction to over 30,000 vocational students. (BM).

ED 171 904 CE 020 145

Jernigan, Joan Shirley Clark, Donald L.
Assisting Handicapped Students in Vocational Technical Programs in Community Colleges. Identification of Barriers; Recommendations for Removal of Barriers; Tasks to be Implemented. Summary Report.
Texas A and M Univ. College Station. Coll. of Education
Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology
Pub Date—78
Contract—TEA-89230066
Note—77p. ; Not available in hard copy due to small print; For a related document see CE 020 146
Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Access to Education, *Community Colleges, *Handicapped Students, *Programing Problems, *Vocational Education, Educational Research, Policy Formation, Program Development, Tables Data, Task Analysis
Identifiers—Texas

A policy-focus Delphi study was conducted to identify the barriers which prohibit handicapped students from entering or completing vocational technical programs in community colleges in Texas and to identify recommendations and tasks relating to the removal of these barriers. A seventy-two member participant group, which included a nineteen member steering committee, identified 29 tasks which might be implemented or considered for policy formulation by community colleges. These 29 tasks resulted from a content analysis and distillation of the group's 351 recommendations which had evolved from their 198 identified barriers. Fourteen of the 29 tasks correlated with 18 barriers identified by a majoritity (66%) of the participants as being the most severe. Ratios of desirability, feasibility, and cost effectiveness of implementing the tasks were derived and verified by the steering committee. (The appendix, which is the bulk of the document, lists in tabular format the barriers, recommendations, and ratings of barrier severity and implementation feasibility.) (JH).

ED 171 905 CE 020 146

Jernigan, Joan Shirley Clark, Donald L.
Assisting Handicapped Students in Vocational Technical Programs in Community Colleges. Identification of Barriers; Recommendations for Removal of Barriers; Tasks to Be Implemented. Final Report.
Texas A and M Univ. College Station. Coll. of Education
Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology
Pub Date—78
Contract—TEA-89230066
Note—344p. ; Not available in paper copy due to small print in original document; For a related document see CE 020 145

Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Access to Education, *Community Colleges, *Handicapped Students, *Programing Problems, *Vocational Education, Educational Research, Policy Formation, Program Development, Task Analysis
Identifiers—Texas

A policy-focus Delphi study was conducted to identify the barriers which prohibit handicapped students from entering or completing vocational technical programs in community colleges in Texas and to identify recommendations and tasks relating to the removal of these barriers. A seventy-two member participant group, which included a nineteen member steering committee, identified 29 tasks which might be implemented or considered for policy formulation by community colleges. These 29 tasks resulted from a content analysis and distillation of the group's 351 recommendations which had evolved from their 198 identified barriers. Fourteen of the 29 tasks correlated with 18 barriers identified by a majority (66%) of the participants as being the most severe. Ratings of desirability, feasibility, and cost effectiveness of implementing the tasks were derived and verified by the steering committee. (Tables include a listing of the barriers, recommendations, and ratings of barrier severity and implementation feasibility.) (JH).

ED 171 906 CE 020 189

Torge, Herman
A Study of the Vocational Equipment Used in the Secondary Schools of Ohio. Final Report.
Dayton Univ. Ohio. Office of Educational Services
Spons Agency—Ohio State Advisory Council for Vocational Education, Columbus.
Pub Date—79
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Educational Equipment, *Equipment Evaluation, *Equipment Standards, * *Facility Inventory, *Vocational Education, Adult Education, Educational Finance, Educational Quality, Educational Specifications, Equipment Maintenance, Equipment Utilization, Obsolescence, Secondary Education
Identifiers—Ohio

Based on the feeling that the quality of any vocational program is directly and positively related to the quality of equipment used in the program, a study was undertaken of the vocational equipment used in secondary public schools in Ohio. Five questions were addressed by the study: (1) How does the equipment used in vocational education programs compare in technical quality with that used by employers? (2) Is the equipment in the proper state of repair to be useful? (3) At what rate is the equipment wearing out or becoming obsolete? (4) How are boards of education, administrators, and staff dealing with the problems of repair, replacement, and additional needs? and (5) What is the magnitude of resources needed to replace, acquire, and maintain equipment? Ninety-eight schools, representing all types and areas of the state, provided data. Besides survey questionnaires sent to each program, equipment lists were compiled for each, covering items by name, quantity, cost, estimated year of replacement, estimated cost of replacement, estimated maintenance, and estimated cost for miscellaneous equipment. While not a great deal of obsolete equipment was found in use, a considerable percent was classified as only adequate. It was concluded that more realistic attention should be given to equipment used in vocational programs, and a considerable financial effort is needed to correct deficiencies. (ELG).

ED 171 909 CE 020 199

Nelson, Norbert J. And Others
Instruments and Procedures for Evaluating and Assessing the Status of Vocational Education Facilities in Indiana. Final Report. (Summary).
Indiana State Advisory Council on Vocational Education, Indianapolis
Pub Date—78
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Cost Estimates, *Facility Planning, *Guidelines, *Measurement Instruments, *Vocational Education, Educational Equipment, Educational Facilities, Evaluation Methods, Facility Improvement, Program Development, Program Validation, Research Reports, School Buildings, Secondary Education, Systems Building
Identifiers—Indiana

Knowing that many vocational facilities differing in outward appearance have equally successful results, the Indiana State Advisory Council on Vocational Education conducted a study to assess the essential elements of a vocational facility and to determine if a cost formula could be developed that would be useful for vocational administrators and other leaders in making decisions concerning vocational education facilities. Project activities were conducted in the following five phases: a background information search; a modified Delphi study; development of facility assessment instruments and procedures; development of a cost estimation formula and the nature and use of the computer programs; and onsite assessments using the instrument developed for the project. Based on the findings and observations of the project team, some of the conclusions drawn were (1) that there is not now available and/or conveniently accessible information for facility planners to use for preplanning, designing, estimating, and projecting vocational education facility needs; (2) that reasonable standards/outlines are needed along with guidelines; (3) that the tools developed in this project could prove useful in coordinating and communicating vocational education facilities status and future needs to all state agencies involved in vocational program development and implementation; and (4) that the assessment packet is useful in planning as well as assessing facilities. (This document presents a brief overview of the project; a more detailed report is available in ERIC—see note.) (BM).

ED 171 910 CE 020 200

Nelson, Norbert J. And Others
Instruments and Procedures for Evaluating and Assessing the Status of Vocational Education Facilities in Indiana. Final Report. Volume I.
Indiana State Advisory Council on Vocational Education, Indianapolis
Pub Date—78
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Cost Estimates, *Facility Planning, *Guidelines, *Measurement Instruments, *Vocational Education, Educational Facilities, Facility Improvement, Program Development, Program Validation, Research Reports, Secondary Education, Systems Building
Identifiers—Indiana

This first of a two-part report describes a project designed to develop instruments and procedures for evaluating and assessing the status of vocational education facilities in Indiana. Chapter 1 of this report presents the goals of an Indiana project as follow: to develop, collect, and organize acceptable facility and fixed equipment criteria for vocational-technical programs in secondary schools in Indiana; to develop and test assessing instruments; to perform actual site inspections of a sample of vocational facilities in Indiana; to develop a cost analysis model for determining estimated costs of remodeling and/or new construction; and to develop a computer program to analyze the data from the building and site inspections. Chapter 2 describes the background information search conducted to determine guidelines for facility planning. Chapter 3 presents the procedures and results of the modified Delphi study which was undertaken to determine features of facilities for vocational education programs. The development of the assessment instruments and procedures are described in chapter 4, and the development of cost estimation models and computer programs are described in chapter 5. Chapter 6 discusses the field testing of the instrument and implications and uses of the packet. Finally, chapter 7 presents findings, conclusions, and recommendations. (BM).

ED 171 911 CE 020 201

Nelson, Norbert J. And Others
Instruments and Procedures for Evaluating and Assessing the Status of Vocational Education Facilities in Indiana. Final Report. Volume II.
Indiana State Advisory Council on Vocational Education, Indianapolis

Pub Date—78
Pub Type—Reports—Research/Technical (143). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Cost Estimates, *Evaluation Methods, *Facility Planning, *Guidelines. *Measurement Instruments, *Vocational Education, Educational Equipment, Educational Facilities, Facility Improvement, Guides, Research Reports, School Buildings, Secondary Education, Systems Building
Identifiers—Indiana

This document is volume two of a two-part report on a project designed to develop instruments and procedures for evaluating and assessing the status of vocational education facilities in Indiana. Volume 2 contains seven appendixes of charts, tables, and other related information which accompany the technical report found in volume 1. Appendixes 4-6 constitute the bulk of the document. Appendix 4 is the instruction manual for the school building/site assessment packet. The instruction manual for the "School Building Cost Estimation Model and Computer Programs for Vocational Education Facilities" is found in appendix 5. And appendix 6 contains samples from the assessment packet. (The total assessment packet and instruction manual are found in ERIC document CE 020 202.) (BM).

ED 171 912 CE 020 202

School Building/Site Assessment Packet for Vocational Education Facilities: Instruction Manual.
Indiana State Advisory Council on Vocational Education, Indianapolis
Pub Date—78
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Cost Estimates, *Evaluation Methods, *Facility Planning, *Guidelines. *Vocational Education, Educational Equipment, Educational Facilities, Facility Improvement, Guides, School Buildings, Secondary Education, Systems Building
Identifiers—Indiana

Developed as an aid to those responsible for facility planning in vocational education, this document contains the "School Building/Site Assessment Packet" and its instruction manual. The instruction manual provides background information, describes meanings, and presents ideas that are pertinent to consider and understand when using the assessment packet. The assessment packet is designed to provide local and state agencies with important and essential information for use in vocational education facility planning. The instrumentation has been field tested and validated to assess the extent of availability, nature of quality, range of acceptance, and potential of convertability of facilities and fixed equipment for vocational education at the secondary level. (A full report on the development and validation of the instruments is available in ERIC —see note.) (BM).

ED 171 913 CE 020 256

Pautler, Albert J. And Others
The Need for a National Policy for Vocational Education. Occasional Papers of the Western New York Educational Service Council.
State Univ. of New York, Buffalo. Western New York Educational Service Council
Pub Date—78
Pub Type—Information analyses/State-of-the-Art Materials (070). Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Educational Development, *Educational Policy, *Program Design, *Social Change, *Vocational Education, Administrative Policy, Educational Philosophy, Instructional Systems, Leadership, Needs Assessment, Opinions, Policy Formation, Program Development, Social Environment, Speeches, State of the Art Reviews, Systems Approach, Systems Development

The intent of this paper is to examine the issues, problems, implications, rationale, and basic assumptions behind the reexamination of the need for a generally accepted national policy for vocational education. The paper is divided into seven chapters. Chapter 1 establishes a framework to use in dealing with the main issues. The second chapter presents background information dealing with many of the questions regarding philosophy and policy as well as principles for vocational education. The third chapter presents the information received from an eight question survey mailed to twenty-three leaders across the country. For example leaders asked (1) Do we have a current national policy for vocational education? (2) If we have a national policy, is it adequate? (3) Do you believe we have a clearly defined philosophy of vocational education? and (4) What relationship should exist between a philosophy and a national policy? The fourth chapter reviews policies of the past and present and their relationship to a changing society. Chapter 5 discusses the need for national policy and what function it should serve. Chapter 6 discusses the specifics of policy in the areas of program policy, personnel policy, and evaluation policy. The seventh chapter contains recommendations on national policy. (LRA).

ED 171 915 CE 020 273

Gray, Kenney E. Pierson, Terrence K.
Evaluation of the General Electric Foundation Summer Institutes on Career Education and Guidance.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—General Electric Foundation, Ossining, N.Y.
Pub Date—79
Pub Type—Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Career Education, *Career Guidance, *Institutes Training Programs, *Professional Development, *Professional Training, *Program Development, *Program Evaluation, *Summer Programs, *Team Training, Career Counseling, Career Planning, Counselor Training, Inservice Teacher Education, Policy Formation, School Districts, Secondary Education, Staff Development

An evaluation was conducted to determine the effects of the General Electric Foundation Summer Institutes on Career Education and Guidance over a one to two year period in participating school districts and communities. The study evaluated the team-oriented institutes held in 1976 and 1977 at the University of South Carolina and Indiana University. The report describes the procedure used for designing the evaluation study, identifying the potential data, selecting the sample of school districts to be included in the study, and collecting and analyzing the data. Results show that the institutes had high impact on career education activity in two districts, moderate impact in one, and low impact in three. Substantial gains in personal and professional development were reported by most participants. Conclusions, policy implications, and recommendations were formulated for professional and personal development and team and team plan aspects of the institutes. It was recommended that the institutes be continued with modifications in the schedule and activities of the institutes and in pre-institute and post-institute operations. (Appended is a schedule of questions on impact and factors influencing impact.) (Author/CSS).

ED 171 916 CE 020 297

A Study of the Impact of Proposition 13 on Vocational Education. Summary Report.
California Advisory Council on Vocational Education, Sacramento
Pub Date—79
Pub Type—Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Educational Finance, *Program Budgeting, *Program Evaluation, *Vocational Education, Program Development, School Funds, State Legislation, State Programs
Identifiers—California, Proposition 13 (California 1978)

This is the summary report of a study conducted to measure the impact of the cutbacks necessitated by Proposition 13 on the availability and quality of vocational education in California, recommend reforms in the priority-setting process for vocational education given reduced levels of support, and recommend changes in regulations and/or legislation to mitigate any negative effects which occurred. Data were collected from a questionnaire survey directed at all of California's public deliverers of vocational education, site visits to a random sample of thirteen institutions throughout the state, telephone

interviews with a random sample of twenty-six institutions throughout the state, and telephone contacts with the Employment Development Department and the State Comprehensive Employment and Training Administration (CETA) office. Findings include the following: responding institutions reported decreases in vocational education budgets of 9% from fiscal year 1977-78 to fiscal year 1978-79; the decreases in vocational education enrollments between the fall of 1977 and the fall of 1978 was 6%; twenty-five percent of responding institutions reported that they had eliminated selected vocational education programs as a result of Proposition 13; and sixty-seven percent of the respondents anticipated a still further reduction of income for fiscal year 1979-80. Recommendations include the following: a stable, dependable, and equitable funding base be developed for vocational education; application and reporting procedures for Vocational Education Act (VEA) funds be simplified; and districts develop contingency plans for "status quo" funding, increased revenues or decreased income in advance of legislative action. (A fuller, more technical report of this study is also available—see note.) (JH).

ED 171 917 CE 020 298

Franz, Jennifer D.

A Study of the Impact of Proposition 13 on Vocational Education. Technical Report.

California Advisory Council on Vocational Education, Sacramento

Pub Date—79

Pub Type—Reports—Evaluative/Feasibility (142). Reports—Research/Technical (143)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Educational Finance, *Program Budgeting, *Program Evaluation, Program Development, Research Reports, School Funds, State Legislation, State Programs, Vocational Education

Identifiers—California, Proposition 13 (California 1978)

This is the technical report of a study conducted to measure the impact of the cutbacks necessitated by Proposition 13 on the availability and quality of vocational education in California, recommend reforms in the priority-setting process for vocational education given reduced levels of support, and recommend changes in regulations and/or legislation to mitigate any negative effects which occurred. Data were collected from a questionnaire survey directed at all of California's public deliverers of vocational education, site visits to a random sample of thirteen institutions throughout the state, and telephone contacts with the Employment Development Department and the State Comprehensive Employment and Training Administration (CETA) office. Findings include the following: responding institutions reported decreases in vocational education budgets of 9% from fiscal year 1977-78 to fiscal year 1978-79; the decreases in vocational education enrollments between the fall of 1977 and the fall of 1978 was 6%; 25% of responding institutions reported that they had eliminated selected vocational education programs as a result of Proposition 13; and 67% of the respondents anticipated a still further reduction of income for fiscal year 1979-80. Recommendations include the following: a stable, dependable, and equitable funding base be developed for vocational education; application and reporting procedures for Vocational Education Act (VEA) funds be simplified; and districts develop contingency plans for "status quo" funding, increased revenues or decreased income in advance of legislative action. (Data tables appear throughout this document; appendix materials include the survey instrument, site visit questions, telephone interviews, project letters, and a field review and comment). (JH).

ED 171 918 CE 020 306

Updating Promising Practices in Oregon Career and Vocational Education. Final Report.

Oregon State Univ. Corvallis. Vocation-Technical Education Unit

Spons Agency—Oregon State Dept. of Education, Salem

Pub Date—79

Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Career Education, *Demonstration Programs, *Educational Research, *Program Effectiveness, *Vocational Education, Career Development, Documentation, Educational Finance, Educational Innovation, Elementary Secondary Education, Evaluation, Postsecondary Education, Program Descriptions, Program Development, Research Reports, Sex Bias, *Teachers*

Identifiers—Oregon

A project was undertaken to update a handbook entitled "Promising Practices in Oregon Career and Vocational Education" (ED 130 140), which covered the vocational research and exemplary projects conducted during fiscal years 1970 through 1975. (An update was published previously for fiscal 1976—see ED 145 143.) Twenty such projects conducted during fiscal 1977/78 were identified for possible inclusion and were then judged according to significance of educational problem, effectiveness of performance, and transportability. Out of the twenty, eight were found to satisfy these requirements and were included in the handbook update. The educational levels impacted ranged from elementary to postsecondary, and the areas impacted included career awareness, exploration, and specialization. besides thorough documentation, the eight chosen projects were characterized by staff commitment and continuity of key project staff. Other innovations considered "promising practices" focused on handicapped students and the reduction of sex bias and sex-role stereotyping. Based on the selection process, it was concluded that (1) greater attention needs to be paid to planning, implementing, and managing projects and their evaluation; (2) adequate documentation is required; (3) more projects would have qualifited if they had accomplished all of their objectives; (4) funding of $5,000-$15,000 appears to provide optimum results; and (5) more projects should address the needs of the handicapped and disadvantaged and should provide documentation to substantiate efforts to reduce sex bias and sex-role stereotyping. (ELG).

ED 171 920 CE 020 367

Newcomb, L. H. And Others

Agriculcure Education. Topic Analysis for Vocational Teacher Education.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education

Pub Date—78

Pub Type—Speeches, Conferences Papers (150). Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Agricultural Education, *Core Curriculum, *Teacher Education Curriculum, Behavioral Objectives, Conference Reports, Course Content, Course Descriptions, Formative Evaluation, Higher Education, Methods Courses, Preservice Teacher Education, Records Forms, Summative Evaluation

Three papers presented at a teacher education conference on the development of common core curriculum for vocational teacher education are contained in this booklet. The titles and authors are as follow: "A Model Methods Course for Agricultural Education," by L. H. Newcomb; "Preparing Teachers to Develop Courses of Study in Vocational Agriculture," by David McCracken; and "Pre-Service Field Experience as Preparation for Teaching," by Leon Boucher. Each paper addresses six primary points of emphasis: (1) need for the proposed course, (2) objective, (3) content, (4) instructional strategies, (5) evaluation, both formative and summative, and (6) related resources. Appended to the third paper are a list of criteria to be considered in selecting cooperating teachers and cooperating schools, suggested guidelines for orientation of student teachers, trainee evaluation report for vocational agriculture experience, and an agreement form for use between a local school system and a teacher education training center regarding student teachers. (JH).

ED 171 923 CE 020 383

Morrison, Edward J.

National Assessment of Vocational Education Needs.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—79

Pub Type—Reports—Research/Technical (143). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Needs Assessment, *Program Development, *Program Evaluation, *Program Improvement, *Vocational Education, Advisory Committees, Change Strategies, Community Colleges, Community Programs, Conference, Educational Needs, Educational Research, Equal Education, National Surveys, Presidents,

Program Administration, Relevance Education, Research Reports, School Community Relationship, State Programs, Superintendents, Surveys, Teacher Educators, Vocational Directors, Vocational Education Teachers
Identifiers—Education Amendments 1976

The lack of systematic, national data on the priority problems being experienced in the field operation of vocational education programs has been a barrier to the design of effective strategies for program improvement. The major purpose of this study was to provide a preliminary assessment of the field operation needs of vocational education. From a list of more than 6,000 nominations, an instrument designed to gather priority ratings for forty-eight needs was developed. The instrument was administered to local and state vocational education personnel. Findings indicate the following conclusions: (1) highest priority needs included improvements in collaboration with key segments of the employment community in communicating the benefits of vocational education and the relevance of curricula to job requirements; (2) high priority needs have an "external" orientation; (3) the major differences among groups concerning priorities were between state level and local level personnel; (4) while respondents agreed with priorities in the 1976 education amendments, they appear to have assigned lower priority to problems such as equal opportunity enrollment and sex sterotyping; and (5) six fundamental considerations appear (for example, data-based decision-making and community interaction), to underlie the respondents' priority decisions. (The survey instrument is appended. (LRA).

ED 171 927 CE 020 455

White, Robert H. Ed
Evaluation Digest. An Evaluation Report of Vocational Education and Technical Education in South Carolina for Fiscal Year 1978.
South Carolina State Advisory Council on Vocational and Technical Education, Columbia
Pub Date—79
Pub Type—Reports—Evaluative/Feasibility (142). Opinions/Personal Viewpoints/Position Papers/Essays (120)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Advisory Committees, *Program Improvement, *State Departments of Education, *Technical Education, *Vocational Education, Annual Reports, Articulation Education, Cooperative Programs, Coordination, Discipline, Essays, Expenditures, Federal Aid, Objectives, Program Administration, Program Development, School Visitation, Student Evaluation, Success
Identifiers—South Carolina, United States

Seventeen articles used to convey the South Carolina advisory council's 1977-78 evaluation of vocational and technical education in South Carolina are presented. Articles included are "The Girl Stared"; "A Solution to Discipline--Education's Number One Problem"; "A Vocational Education Success Story"; "TEC Student Success"; "Articulation"; "A Female Tool Technician? Why Not? "; "The Trend to Advisory Councils"; "A Review of the State's Evaluation of Vocational Education Programs on the Local Level"; "Where the Federal Funds for Vocational Education Were Spent in South Carolina, 1977-78"; "Comments on the Annual Reports from the State Manpower Services Council"; and "The Status of the State Occupational Information Coordinating Committee". Responses to 1977 recommendations made by the South Carolina advisory council are given by the state board of education and the state board for technical and comprehensive education. The final section presents the commendations and recommendations of the council. (LRA).

ED 171 928 CE 020 595

Wakin, B. Bertha, Ed. Petitjean, Charles F. Ed
Alternative Learning Styles in Business Education. National Business Education Yearbook, No. 17.
National Business Education Association, Reston, Va
Pub Date—79
Available from—National Business Education Association, 1906 Association Drive, Reston, Virginia 22091 ($10.00; 10% discount on ten or more)
Pub Type—Collected Works—General (020)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Business Education, *Educational Media, *Nontraditional Education, *Teaching Methods, Advanced Placement, Anthologies, Business Education Teachers, Community Programs, Competency Based Education, Educational History, Educational Innovation, Educational Technology, Experiential Learning, Learning Modules, Postsecondary Education, Private Schools, Professional Associations, Public Schools, Secondary Education, Teacher Education, Yearbooks
Identifiers—Educational Setting

One in a series of National Business Education Yearbooks, this yearbook presents an overview of the various settings in which business education takes place and the methodology used in its teaching. The first part focuses on the following three settings: public and private schools at both the secondary and postsecondary levels; professional/organizational groups which provide continuing education; and nontraditional settings which are categorized by their learning philosophy, special clientele, special resources or facilities, administration and organization, or instructional approaches. Part II examines the following alternative methods of business education for secondary and postsecondary levels: (1) individualized instruction which includes programmed and computer-assisted instruction for self-paced learning; (2) simulations which may be commercially packaged or specially designed by the teacher; (3) games which, while often costly to implement, are usually enthusiastically endorsed by the students, (4) modular instruction which uses a series of learning units, each focusing on a limited skill or body of knowledge; (5) technological utilization which involves systems such as audiovisual recorders, closed-circuit television, and computers; (6) community-based projects which include independent study for students and assistance from business teachers in developing community programs; and (7) competency evaluation which covers competency-based education on the secondary level and the recognition, at the postsecondary level, of students who qualify for advanced placement either through competencies obtained at previous levels or through life experiences. (ELG).

ED 171 929 CE 020 619

Directions for Equal Access to Vocational Education.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Pub Date—78
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Educational Problems, *Educational Strategies, *Equal Education, *Evaluation Methods, *Sex Discrimination, *Vocational Education, Access to Education, Change Strategies, Elementary Secondary Education, Guidelines, Sex Role, Sex Stereotypes

Intended for use by SEAs and LEAs in the development of programs designed to address sex bias in vocational education, this booklet (which covers elementary to secondary education) provides strategies and evaluative procedures for problems or needs identified as resulting from sex bias and sex-role stereotyping. The thirty-one potential problem areas listed are adapted from 1978 Local Applications for Vocational Education. The strategies for eliminating sex bias (which are also for the most part adapted from the 1978 Local Applications) include the following: (1) conduct a study to determine problem areas and a meeting to explain the study's results; (2) develop a plan to help eliminate sex bias; (3) educate teachers, counselors, and administrators about PL 94-482 and Title IX and change their attitudes towards sex stereotyping; (4) distribute information to foster attitudinal change; (5) promote enrollment of both male and female students in all programs by the use of guest speakers, recruitment programs, and promotional activities; (6) screen textbooks and library books for sex bias; (7) review curriculum content for necessary revisions; (8) provide bibliographies and bulletin board displays; and (9) request state funds for research and program development. Sixteen evaluative procedures are provided to determine the effectiveness of the strategies in reducing bias. They include pre- and post-tests, student surveys, teacher and counselor feedback, review of curriculum content, and interviews with teachers and counselors. (ELG).

ED 171 933 CE 020 717

Tractor Mechanics: Learning Activity Packages 1-19.

Clemson Univ. S.C. Vocational Education Media Center
Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Electrical Systems, *Equipment Maintenance, *Mechanics Process, *Skill Development, *Tractors, Agricultural Education, Electric Batteries, Instructional Materials, Learning Activities, Learning Modules, Mechanical Skills, Repair, Vocational Education

Learning activity packages are presented for teaching tractor mechanics. The first of two sections deals with miscellaneous tasks and contains learning activity packages on cleaning the tractor and receiving new tractor parts. Section 2 is concerned with maintaining and servicing the electrical system, and it includes the following learning activity packages: testing the battery, servicing battery connections, activating a battery, charging a battery, testing the charging circuit, adjusting the voltage regulator, servicing the alternator, servicing the generator, replacing the amperage guage, servicing the ignition wires, servicing the distributor, testing the starter circuit, servicing the starter motor, replacing the starter motor, and replacing the ring gear on a flywheel. Typically the packages contain the following format: introduction, directions, objectives, learning activities, tools and equipment needed, materials and supplies needed, safety, instructions, student self-check, check-out activities, and instructor's final check list. The packages are illustrated. (CSS).

ED 171 934 CE 020 718

Tractor Mechanics: Maintaining and Servicing the Fuel System. Learning Activity Packages 20-33.
Clemson Univ. S.C. Vocational Education Media Center
Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Equipment Maintenance, *Mechanics Process, *Skill Development, *Tractors, Agricultural Education, Agricultural Machinery, Instructional Materials, Learning Activities, Learning Modules, Mechanical Skills, Vocational Education
Identifiers—Fuel Systems

Learning activity packages are presented for instruction in tractor mechanics. The packages deal with the duties involved in maintaining the fuel system. The following fourteen learning activity packages are included: servicing fuel and air filters, servicing fuel tanks and lines, adjusting a carburetor, servicing a carburetor, servicing the intake manifold, servicing the governor, servicing the fuel pump, servicing the diesel fuel filters, servicing the diesel transfer pump, servicing a diesel injection pump, servicing a diesel fuel injector, bleeding the diesel fuel system, timing a fuel injection pump, and servicing a turbocharger. Typically the packages' format contains introduction, directions, objectives, learning activities, tools and equipment needed, supplies and materials needed, safety, instructions, student self-check, check-out activities, and the instructor's final checklist. The packages are illustrated. (CSS).

ED 171 935 CE 020 719

Tractor Mechanic Check Sheets for Modules.
Clemson Univ. S.C. Vocational Education Media Center
Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Pub Date—78
Pub Type—Tests, Questionaires, Evaluation instru ments (160). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Electrical Systems, *Equipment Maintenance, *Mechanics Process, *Student Evaluation, *Tractors, Academic Achievement, Achievement Tests, Agricultural Education, Agricultural Machinery, Check Lists, Electric Batteries, Mechanical Skills, Repair, Self Evaluation, Tests, Vocational Education
Identifiers—Fuel Systems

Forms for student self-checks and the instructor's final checklist (student evaluation) are provided for use with thirty-three learning modules on maintaining and servicing fuel and electrical systems in tractor mechanics. The student self-check asks the students questions about their understanding of the modules' content. The instructor's checklist consists of task descriptions and four possible teacher ratings of the students' performance. Rating choices are (1) not applicable, (2) not accomplished, (3) partially accomplished, and (4) fully accomplished. (CSS).

ED 171 936 CE 020 721

Youth Unemployment, 1978. Hearing before the Committee on Human Resources, United States Senate, Ninety-Fifth Congress, Second Session, on Examination of the Problems Facing Youths in the Job Market (July 31, 1978).
Congress of the U.S. Washington, D.C. Senate Committee on Human Resources
Pub Date—78
Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Federal Programs, *Youth Employment, *Youth Programs, Bilingual Education, Community Organizations, Cooperative Programs, Coordination, Evaluation Methods, Failure, Federal Aid, Hearings, Intercollegiate Cooperation, Program Effectiveness, Public Agencies, Spanish Speaking, Success, Youth Problems
Identifiers—Comprehensive Employment and Training Act, New Jersey, Youth Employment and Demonstration Projects Act

On July 31, 1978, the U.S. Senate Committee on Human Resources held a hearing in Perth Amboy, New Jersey, on the problem of youth unemployment. In particular, the effectiveness of the CETA (Comprehensive Employment and Training Act) and YEDPA (Youth Employment and Demonstration Projects Act) programs concerned the Committee. Following an opening statement by Senator Harrison Williams, testimony and prepared statements were given by public officials of Perth Amboy and Middlesex County as well as by school officials, representatives of various community agencies, and CETA trainees. The majority of witnesses felt that CETA had achieved limited success in targeting services and jobs to those in need. The Puerto Rican Association of Human Development presented testimony and documentation on the failure of CETA to help Hispanics gain employment. It was recommended that CETA develop more sophisticated evaluation procedures, that local agencies have more input in funding distribution, bilingual programs be instituted, and CETA and the school districts increase their cooperative efforts. David H. Tyrrell of Middlesex County College testified on the relationship between CETA and colleges, stressing the need for ongoing commitment on the part of the government and the schools. He also emphasized the importance of bilingual education. (Also included are materials submitted by parties not present and an entry in the Congressional Record by Senator Williams summarizing the hearing.) (ELG).

ED 171 939 CE 021 075

Petty, Reginald E.
Trends and Issues in Vocational Education; Implications for Vocational Education Research and Development. Occasional Paper No. 46.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Pub Date—78
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 ($1.90)
Pub Type—Information analyses/State-of-the-Art Materials (070). Speeches, Conferences Papers (150). Opinions/Personal Viewpoints/Position Papers/Essays (120)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Educational Research, *Educational Trends, *Program Effectiveness, *Vocational Education, Career Education, Economic Factors, Educational Legislation, Guidance Personnel, Labor Market, Opinions, Political Issues, Program

Evaluation, School Business Relationship, School Community Relationship, Speeches, State of the Art Reviews, Unemployment, Vocational Education Teachers

Identifiers—Comprehensive Employment and Training Act, National Advisory Council on Vocational Education, Youth Employment and Development Projects Act

Examining the trends and issues in vocational education, this speech focuses on the historical basis for vocational education, the current situation in vocational education, vocational education in the 1980's, the role of vocational education in economic development, and research related to these topics. Issues which are currently being discussed in congress, industry, and education are listed along with current problems affecting the success of vocational education in the area of transition from school to work. The implications for vocational education research are presented in the following four questions: (1) What economic impact does vocational education have? (2) Does the training one receives in vocational education make a smoother transition from school to work? (3) How well are current vocational education programs doing? and (4) Can vocational education help solve problems relating to welfare, crime, health, urban and rural development. Included is a question and answer series relating to the Bakke decision, unemployment, inflation, the youth employment and development project, competency-based testing, career centers, and area vocational-technical schools. (LRA).

ED 171 941 CE 021 357

The Development, Assessment and Dissemination of an Administrative Policy Manual for the Vocational Education of the Handicapped. Final Report.

Council for Exceptional Children, Reston, Va

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007604704

Note--166p. ; Best copy available

Pub Type—Reports—Descriptive (141). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Administrative Policy, *Guides, *Handicapped Students, *Vocational Education, Administrator Guides, Material Development, Program Descriptions, Program Development, School Districts

A project was designed to develop an administrative policy guide concerning vocational education for handicapped students for use by local education agencies. The project was initiated by collecting policies and policy-related materials from state education agencies and from selected local education agencies operating vocational education programs that include handicapped students. These materials were used to develop an administrative decision point checklist which identified as many key decisions as possible that were required to create and operate a modern vocational education program for handicapped students. The decision point checklist served as an outline for writing the policy guide. The guide went through several stages of development and was first reviewed by the project's working advisory committee and local administrators of vocational education programs for handicapped students. The second draft was reviewed individually and in group assesment workshops by numerous experts at the local, state, and national level in the fields of vocational education, vocational rehabilitation, and special education. (Included in the appendixes is a copy of the second draft of the guide.) (Author/JH).

ED 171 942 CE 021 362

OICs (Opportunities Industrialization Centers) of America Final Report on the Vocational Education Research Project: Formative and Summative.

Gibboney (Richard A.) Associates, Inc. Kensington, Md. Opportunities Industrialization Centers of America, Inc. Philadelphia, Pa

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—G007500395

Note—106p. ; Some pages in this document will not reproduce well due to broken type

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Counselor Attitudes, *Counselors, *Disadvantaged, *Disadvantaged Youth, *Teacher Attitudes, *Vocational Education Teachers, Attitude Change, Attitude Measures, Change Strategies, Industrial Arts Teachers, Industrial Education, Inservice Education, Learning Modules, Minority Groups, Reports, Research Projects, Surveys, Teacher Behavior, Vocational Education

As a result of the concern for minority and disadvantaged students' ability to relate the values and culture promulgated in schools to their own culture, a training program conducted in three school districts attempted to improve the attitudes and behaviors of teachers and counselors toward these students. A research study was conducted to (1) determine the impact of Opportunities Industrial Centers of America's treatment on the attitudes of teachers and counselors; (2) understand what type of attitudes a treatment of this type can effect; and (3) determine what underlying predisposition towards attitude change in teachers and counselors may affect the nature and magnitude of attitude change. Three instruments were used to pretest each group and posttest the group's attitude change. Findings indicate that the treatment program did produce the expected attitude changes in teachers and counselors. Three types of changes identified were in terms of content presented, the change orientation dimension, and concept values. The groups were not found to be different in respect to predisposition to change. (Teacher and counselor modules, a training session example, and survey instruments are appended.) (LRA).

ED 171 943 CE 021 402

Randolph, Harland

Black Leaders' Attitudes Toward the Desirability of Black Students' Entering and Completing Vocational Education Programs. A National Study (Highlights and Recommendations).

Nellum (A. L.) and Associates, Washington, D.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Administrator Attitudes, *Educational Needs, *Job Training, *Policy Formation, *Vocational Education, Black Leadership, Black Students, Educational Administration, Employment Opportunities, Enrollment Influences, Federal Government, Financial Support, Graduation Requirements, Postsecondary Education, Program Development, Program Improvement, Relevance Education, Secondary Education, Surveys

A national survey of black leaders was conducted by federal vocational education administrators to help assure that programs meet the legislative mandate and are socially responsive to black students' needs. The first of three major survey questions—"Is it desirable for black students to enter and complete vocational education programs? "—was answered "yes". This answer assumes that the program provides marketable skills and other benefits that outweigh negative aspects and preclude a tracking system. In answering question 2—"What kind of vocational education programs will help more blacks successfully enroll in and complete the programs? "—six recommendations were formulated: relate training to available or emerging jobs; provide sound academic studies; arrange for on-the-job work experiences; increase the amount of stipends and number of scholarships; set high graduation requirements; provide placement services; and conduct follow-up studies. Question 3—"How can vocational education programs better meet the training-employment needs of black students? "—was responded to with policy recommendations for training black youth to be employable. Based on study findings and policy panel and strategic advisors' opinions, the Office of Education made recommendations in seven areas: black involvement, goals and accountability, federal administration of vocational education, funding, occupational diversity, employment, and alternative occupational training programs. (JH).

ED 171 944 CE 021 403

IVA. Improving Vocational Administration. Final Report.

EPD Consortium D, Richardson, Tex

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—G007701875
Note—23p
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Administrator Education, *Administrator Qualifications, *Professional Training, *Program Improvement, *Vocational Directors, * *Vocational Education, Administrator Role, Educational Administration, Educational Needs, Higher Education, Inservice Education, Job Skills, Needs Assessment, Occupational Surveys, Preservice Teacher Education, Professional Continuing Education, Program Descriptions, School Surveys, Skill Development, Staff Development
Identifiers—Texas

The Texas Improving Vocational Administration (IVA) project was conceived to improve preservice and inservice programs for vocational education administrators. Primary objectives were to (1) develop a method, including a survey, to determine existing inservice and preservice administrative training program competencies; (2) determine, using the survey, the programs' influence on the administrator's ability to meet the needs of special groups; (3) identify professional administrator competencies for vocational program responsibilities; (4) develop modular materials to meet administrators' needs; and (5) design and validate a training package to increase administrators' management skills. As a result of the needs assessment of practicing superintendents and principals and twenty-eight Texas higher education institutions, areas were identified for the development of instructional materials. Preservice/inservice training materials were arranged in six units: legislation affecting vocational education, vocational education funding and fiscal management, advisory councils, organizational and administrative structure, administration and supervision, and program planning. The unit format includes description, goal, objectives; resource readings; learner activities; self-assessment and answer key; and transparency masters. The materials were sent to participating universities for review and field testing. In addition, four workshops were held to introduce the materials to vocational education administrators. (CSS).

ED 171 945 CE 021 405

Thomas, Hollie B. And Others
Assessment of the Coordination of Vocational Education with Related Programs at the State and Local Levels.
Florida State Advisory Council on Vocational and Technical Education, Tallahassee
Pub Date—79
Pub Type—Reports—Evaluative/Feasibility (142). Reports—Research/Technical (143)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Agency Cooperation, *Community Organizations, *Cooperative Planning, *Coordination, *Public Agencies, *State Agencies, *Vocational Education, Agency Role, Articulation Education, Communication Problems, Community Coordination, Cooperative Programs, Educational Cooperation, Operations Research, Organizational Communication, Organizational Effectiveness, Program Administration, Program Development, Program Evaluation, Program Improvement, Statewide Planning
Identifiers—Florida

The Florida State Advisory Council on Vocational Education funded a study to determine the extent to which programs involved in vocational training represent a consistent, integrated, and coordinated approach to meeting vocational education, employment, and training needs of Florida, and to determine present and emerging patterns of governance of programs included in the study. Eight agencies who had working agreements with the Florida Division of Vocational Education and who deliver specific vocational instruction participated in the study. Data was collected through interviews with county and state level personnel in their respective agencies. Among the findings were (1) the various agencies have a high degree of consistency within their own agencies; (2) working relationships among agencies appear to correspond to the flow of money; (3) local agencies are not communicating to the same extent as state agencies; (4) program overlap was minimal; (5) the number of local agencies having working agreements with other agencies was low; (6) agencies studied were serving the minority population at a level equal to or greater than the minority representation in the county population; and (7) no attempt was being made at the local level to coordinate the number of trainees accepted in the various programs with labor market demands. (Recommendations of the authors are included.) (LRA).

ED 171 946 CE 021 406

Expanding Vocational Horizons: Innovative Approaches to Increasing Pre-Service Counselor Understanding of Vocational Education Opportunities.
Indiana Univ. Bloomington. Dept. of Counseling and Guidance
Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis
Pub Date—77
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Attitude Change, *Career Counseling, *Counselor Training, *Learning Activities, *Role Playing, *Vocational Education, Annotated Bibliographies, Audiovisual Aids, Resource Materials, Simulation, Teaching Guides

Including primarily interaction exercises to increase the counselor's understanding of vocational education opportunities, this training manual for school counselors is intended to (1) raise the awareness of the trainee; (2) revise the attitudes of the trainee; and (3) encourage action by the trainee. The activities are divided into three units which correspond to the three purposes stated above. Each activity is described in detail and is immediately followed by relevant printed materials which can be xeroxed for the program. An annotated bibliography of additional resources and a list of references are found at the end of each unit. Audio visual materials suitable for each section have also been listed at the end of each unit. This manual provides an adaptable framework for the counselor educator to use in a workshop or class format. (BM).

ED 171 947 CE 021 428

Bilingual Metric Education Modules for Postsecondary and Adult Vocational Education. Final Report.
Ellis Associates, Inc. College Park, Md
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G007604318
Note—21p.; For related documents see CE 021 429-436
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Bilingual Education, *Learning Modules, *Metric System, *Office Occupations Education, *Vocational Education, Adult Vocational Education, Agricultural Education, Business Education, Educational Research, Postsecondary Education, Research Reports, Spanish Speaking, Trade and Industrial Education

A project was conducted to develop three metric education modules for use with bilingual (Spanish and English) students in postsecondary and adult vocational education programs. Developed for the first section of each module, five instructional units cover basic metric concepts: (1) measuring length and finding area, (2) measuring volume, (3) measuring time and finding speed and acceleration rates, (4) measuring mass and power, and (5) measuring temperature and energy. The second major section of each module was designed to illustrate applications (presented in 6-7 units) of metric measurement to task performance and problem solving in one of three occupational areas: agriculture (grounds keeper, private pesticide applicator, agricultural mechanic, veterinarian assistant, grain elevator foreman, fence builder, and gardener); business and office (mail clerk, proofreader, clerk-typist, secretary, bookkeeper, office manager, and word processor), and trade and industrial occupations (draftsman, machinist, welder, automotive tune-up mechanic, electrician, and electronics service technician). Each module unit is organized into the following elements: objectives, suggested activities for instructor and student, information sheets, transparency masters, assignment and job sheets, and tests and answer keys. (JH).

ED 171 948 CE 021 471

Hamilton, James B. And Others
Implementing Performance-Based Teacher Education. Final Report.
Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—GO5-77-00149
Note—299p
Pub Type—Reports—Descriptive (141). Tests, Questionaires, Evaluation instru ments (160). Reports—Research/Technical (143)
EDRS Price—MF01/PC12 Plus Postage
Descriptors—*Competency Based Teacher Education, *Program Development, *Program Evaluation, *Staff Development, Accountability, Audiovisual Aids, Case Studies, Demonstration Programs, Evaluation Methods, Information Dissemination, Professional Training, Program Descriptions, School Surveys, Scripts, Surveys, Teacher Educators, Teacher Workshops, Technical Assistance
Identifiers—Purdue University IN, State University College Utica Rome NY, Temple University PA, University of Rhode Island, Utah State University

The purpose of this project was to assist selected vocational teacher education institutions in progressing toward implementing more fully functioning and broadly based performance-based teacher education (PBTE) programs. PBTE implementation problems, strategies, and solutions were identified and documented for use as a resource by others interested in implementing PBTE. From forty-two eligible sites, five leadership sites and fifteen other sites were selected to participate. Participants met to identify and prioritize PBTE implementation problems, identify viable strategies for solving these problems, and develop plans of action at each site. A second meeting was held to assess progress made and initiate specific plans for a dissemination workshop to share implementation strategies and related materials. Each workshop participant received data concerning the progress made by each leadership site, narrative comments prepared by each leadership site concerning problems and strategies, and six resource packages covering six key problem areas. Fifteen appendixes include a project description, status study instrument, planning worksheets, slide-tape scripts, case studies, and evaluation reports. (Author/LRA).

ED 171 949 CE 021 472

Carrick, James
Planting, Growing, Caring.
Rutgers, The State Univ. New Brunswick, N.J. Curriculum Lab
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education
Pub Date—79
Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103—Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($5.50, plus postage)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Books (010). Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF01/PC09 Plus Postage
Descriptors—*Deafness, *Ornamental Horticulture, Greenhouses, Grounds Keepers, Guides, Instructional Materials, Nursery Workers Horticulture, Secondary Education, Tests

Six units of instruction are provided in this manual designed for deaf students enrolled in an ornamental horticulture program. Unit 1 contains eight lessons (pictures and names) on tool and equipment identification (e. g. cutting and pruning tools, lawn and garden equipment, and power equipment). Unit 2 provides ten lessons on the care of tools and equipment. Topics include the storage of tools, sharpening a hoe, starting a lawnmower, and changing the lawnmower oil. Unit 3 contains twenty-two lessons on greenhouse practices, including types of greenhouses, soil testing, starting seeds, repotting, and watering greenhouse plants. Nine lessons on nursery practices are provided in unit 4. These practices include moving a tree or shrub, plant propagation, and pesticide handling safety. Unit 5 contains fourteen lessons on grounds maintenance. Topics include pruning, seeding a lawn, staking trees, and fertilizing trees and shrubs. Finally, unit 6 provides eight lessons on floral design, including making a boutonniere, corsage, and Christmas wreath. A multiple choice test accompanies each unit. (JH).

ED 171 952 CE 021 478

Vetter, Louise And Others
Career Planning Programs for Women Employees: Prototype Programs. Research and Development Series No. 137.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—77
Contract—G007604056
Note—74p. ; For related documents see CE 021 475-477
Pub Type—Reports—Research/Technical (143). Reports—Descriptive (141). Collected Works—Serials (022)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Career Development, *Career Planning, *Employed Women, *Program Design, *Program Development, College Programs, Employer Employee Relationship, Program Descriptions, Reports, Research, Womens Education

A project was conducted to develop three prototype comprehensive career planning programs and to offer those prototypes as models that could be used by both educators and personnel directors who are interested in helping employed women improve their occupational status. A national survey of programs in operation in community and junior colleges and in business and industry provided the basis for the development of a modified delphi instrument that was submitted to a panel of experts for their evaluation and recommendations. Instrument items consisted of possible career planning activities and various procedures for facilitating the implementation of a career planning program. Among the panel's conclusions were these: (1) a majority of the individual career planning activities are considered to be very important for inclusion within any programmatic effort to assist employed women in their career planning and developmental goals, and (2) those career planning activities that seem to be directed more at improving the knowledge and skills of employed women were judged to be more important than those various activities that related to women's individual personal needs. Development suggestions for career planning programs for employed women make up the bulk of the document. (CT).

ED 171 953 CE 021 499

Abramson, Theodore
Cost Benefit and Job Analyses in Vocational Education Evaluation.
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education
Pub Date—79
Pub Type—Speeches, Conferences Papers (150). Tests, Questionaires, Evaluation instru ments (160). Reports—Research/Technical (143)

EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Accountability, *Cost Effectiveness, *Job Analysis, *Program Effectiveness, *Program Evaluation, Conference Reports, Curriculum Development, Efficiency, Job Skills, Postsecondary Education, Program Content, Program Development, Program Improvement, Questionnaires, Secondary Education, Speeches, Surveys, Task Analysis, Vocational Education
Identifiers—Comprehensive Occupational Data Analysis Programs

Two major areas of concern to vocational education are cost benefit and job and task analysis. In recent years vocational education has broadened its outlook in terms of general human development, but the historical context of vocational education and concerns for accountability require evaluation of vocational education programs to consider cost factors and the relationship of programs to the world of work. The computer capabilities of the Comprehensive Occupational Data Analysis Program (CODAP) system and similar systems, such as the Vocational and Technical Education Consortium of the States (VTECS) that are in the process of being developed, have rather direct implications for planning and evaluation. Task analysis may serve as a basis for curriculum planning and can lead to statements of behavioral objectives and criterion-referenced measures that assess student learning. A CODAP-type system can help occupational educators derive listings of tasks that are required of employees at different levels. This system can be useful in evaluating program outcomes and estimates of the cost and benefits of these outcomes. Two concepts that have been useful in arriving at estimates in cost effectiveness studies are the staging concept and the seriousness index. (A sample task analysis is appended.) (LRA).

ED 171 954 CE 021 507

Kay, Evelyn R.

Occupational Education: Enrollments and Programs in Noncollegiate Postsecondary Schools, 1976.

National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—78

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01884-5)

Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Enrollment, *Programs, *Student Characteristics, *Teacher Characteristics, *Vocational Education, Age, Business Education Facilities, Content Analysis, Correspondence Schools, Cosmetology, Females, Flight Training, Health Occupations Centers, Males, Office Occupations Education, Part Time Students, Postsecondary Education, Private Schools, Public Schools, Racial Composition, Research Reports, School Surveys, Statistical Data, Students, Surveys, Tables Data, Technical Institutes, Trade and Industrial Education, Tuition, Vocational Education Teachers, Vocational Schools

An analysis of statistical data is used to examine enrollments and programs in noncollegiate postsecondary schools. A number of factors are reviewed including enrollment and size of public and private noncollegiate postsecondary schools; sex characteristics, age, and racial/ethnic background of students; offerings, length, and charges of programs; employment facts, sex characteristics, and full-time/part-time status of staff; teacher/student ratios; and correspondence of school facts. A few of the reported findings are (1) in 1976 nearly 8,500 public and private noncollegiate postsecondary schools offered instructional programs leading to occupational objectives; (2) more than a fourth of the public schools had enrollments of 500 students or more compared with only 4% of the private schools in the same size category; (3) in 1976 women made up 51% of the total school enrollment in noncollegiate postsecondary schools; (4) the average enrollment age was 26.2 years; (5) the majority, 70.1% of students in schools that reported racial/ethnic groups, was white; and (6) nearly 27,300 programs were offered by public and private postsecondary schools in 1976. The appendixes contain the statistical tables on which the report is based, technical notes, and survey questionnaires sent to the school sample, correspondence schools, and schools not in the sample. (CSS).

ED 171 955 CE 021 510

Maguire, Thomas O. And Others

Development of Scales on Attitudes towards the World of Work. (Executive Summary).

Alberta Dept. of Education, Edmonton. Planning and Research Branch

Pub Date—79

Pub Type—Reports—Research/Technical (143). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Student Attitudes, *Test Construction, *Test Reliability, *Validity, *Work Attitudes, Career Awareness, Employment Opportunities, Item Analysis, Relevance Education, Research Reports, Secondary Education, Test Results, Tests

Identifiers—Alberta

A study was commissioned to develop and validate a test to assess the attitudes of Alberta (Canada) students toward the world of work. The following five dimensions were delineated for consideration: (1) attitudes toward earning a living; (2) perceptions about employer expectations; (3) perceptions about available opportunities; (4) relevance of school preparation for employment; and (5) characteristics of desirable jobs. Two preliminary forms of the instrument were created, each consisting of 125 items. Approximately 360 students in grades eight and eleven were administered these forms. Based on these results, a revised instrument consisting of 75 items that were grouped into 15 scales was prepared and administered to 467 ninth grade students and 568 twelfth grade students. Overall item results indicated that the work ethic is deeply entrenched in Alberta students and that they appear confident in their ability to succeed. Validity of the scales were examined by checking differences based upon junior and senior high school responses, sex, school program, job aspiration, holders of part-time jobs, students with full-time summer job experience, and comparisons with certain groups selected for closer experimentation. The results of the analyses supported the validity of the revised instrument. Results of the reliability studies were not conclusive. (The instrument and administrator's manual are appended.) (BM).

ED 171 956 CE 021 511

Maguire, Thomas O. And Others

Development of Scales on Attitudes towards the World of Work.

Alberta Dept. of Education, Edmonton. Planning and Research Branch

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Student Attitudes, *Test Construction, *Test Reliability, *Validity, *Work Attitudes, Career Awareness, Employment Opportunities, Item Analysis, Relevance Education, Research Reports, Secondary Education, Test Results

Identifiers—Alberta

A study was commissioned to develop and validate a test to assess the attitudes of Alberta (Canada) students toward the world of work. An instrument was needed to examine the following five areas of concern: (1) attitudes toward earning a living; (2) perceptions about employer expectations; (3) perceptions about available opportunities; (4) relevance of school preparation for employment; and (5) characteristics of desirable jobs. Two pilot instruments were administered to approximately 360 students in grades eight and eleven. Analyses of the student opinions resulted in an instrument of 75 items which could be grouped into the following 15 scales: preparation by school, interest and variability in jobs, diligence, laziness, job security, positive employer characteristics, independence, money, ambition, locus of control, confidence in succeeding, negative employer characteristics, social relations, attitudes toward unemployment, and general attitudes toward earning a living. The revised instrument was administered to 467 ninth grade students and 568 twelfth grade students. The students were sampled from eight separate geographic locations in Alberta. Analyses of the student opinions indicated that the scales were relatively independent of each other, were structurally valid, and should be retained in the revised instrument. Several attempts were made to examine the validity and assess the reliability of the subscale scores. (Results are reported in detail in this technical report and are summarized in a companion document, CE 021 510.) (Author/BM).

ED 171 957 CE 021 537

Napier, Deedee Stocker

Practical Business: Instructor/Student Guide.

Missouri Univ. Columbia. Instructional Materials Lab

Pub Date—77

Available from—Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF02 Plus Postage. PC Not Available from EDRS

Descriptors—*Business, *Consumer Economics, *Consumer Education, *Consumer Protection, *Investment, *Purchasing, Credit Finance, Fringe Benefits, Health, Housing, Laws, Lesson Plans, Recreation, Taxes, Teaching Guides, Transportation

Ten units on practical business are presented in this instructor and student guide. Each instructional unit contains objectives, suggested activities, information sheets, assignment sheets, transparency master, a test, and test answers. Unit topics are (1) before you buy (comparative shopping and wise purchasing techniques); (2) when things go wrong (consumer complaints and laws); (3) planning credit buying (use and misuse of credit); (4) your transportation (buying, financing, and insuring a car); (5) your housing (choosing, financing, and insuring a home); (6) your health (health care costs, professionals, and in-

surance); (7) your employment (payroll deduction, social security benefits, and union practices); (8) your taxes (deductions and tax forms); (9) your savings and investments (compounding interest, stocks and bonds, and tax shelter plans); and (10) your leisure time (costs, sports, and hobbies). (CT).

ED 171 958 CE 021 545

Guide for Integrating FBLA into the Classroom. Bulletin No. 8202.

Future Business Leaders of America, Phi Beta Lambda, Inc. Reston, Va

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC13 Plus Postage

Descriptors—*Business Education, *Business Skills, *Office Occupations Education, *Youth Clubs, Accounting, Answer Keys, Bookkeeping, Business Communication, Curriculum Guides, Data Processing, Filing, Individual Development, Leadership Responsibility, Office Machines, Recordkeeping, Secondary Education, Shorthand, Typewriting

Identifiers—Future Business Leaders of America

Designed to enrich and strengthen the students' interest and knowledge of business and the Future Business Leaders of America (FBLA), this curriculum guide provides business instructors with teaching strategies and student learning activities to complement and supplement the existing instructional program. The guide consists of six sections: accounting, basic business, office procedures, personal development, shorthand, and typing. Each section contains several student learning activities and solutions, when needed. All learning activities relate to FBLA. Each activity specifies a student performance objective, instructions, and learning activities. (LRA).

ED 171 959 CE 021 546

Anton, Thomas J. And Others

The Planning Papers for the Vocational Education Study. Vocational Education Study Publication No. 1.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—400-77-0076

Note—342p. ; For a related document see CE 021 547

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Collected Works—General (020)

EDRS Price—MF01/PC14 Plus Postage

Descriptors—*Data Bases, *Educational Policy, *Federal Aid, *Federal Legislation, *Program Evaluation, *Rural Education, *Vocational Education, Educational Planning, Educational Research, Essays, Federal Programs, Governance, Opinions, Policy Formation, Sex Fairness, Special Education

Identifiers—Vocational Education Amendments 1976

Fourteen planning papers commissioned by the National Institute of Education in preparation for a study of vocational education are presented. The papers are organized into four sections. Section one deals with selected features of federal grant-in-aid programs and contains these papers: "On Implementing the Vocational Amendments of 1976", "Distribution and Allocation of Funding for Vocational Education", "Federal and State Governance of Vocational Education", and "Research Issues for Vocational Education: Compliance and Enforcement of Federal Laws". Two papers on quantitative data sources are presented in section two: "The Vocational Education Data Base" and "Effects of Vocational Education Programs: Research Findings and Issues". The third section deals with issues in program evaluation. The papers are "The Phoenix of Vocational Education: Implications for Evaluation", "The Effects of National Policy on Vocational Education Evaluation", and "Vocational Education: Education or Short-Run Training Program? ". The last section treats selected aspects of vocational education policy. Papers are "The Role of Vocational Education in the Nation's Employment and Training Programs", "Vocational Education in Rural America: Current Problems and Prospects", "Race and Sex Compliance Issues in Vocational Education", "Vocational Education for Special-Needs Students" and "Vocational Education as a Strategy for Eliminating Poverty". (JH).

ED 171 960 CE 021 547

Hughes, Ruth P. And Others

The Planning Papers on Consumer and Homemaking Education Programs. Vocational Education Study Publication No. 2.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—400-77-0076

Note—310p. ; For a related document see CE 021 546

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Collected Works—General (020)

EDRS Price—MF01/PC13 Plus Postage

Descriptors—*Consumer Education, *Curriculum Evaluation, *Federal Legislation, *Home Economics, *Program Development, *Program Effectiveness, *Program Evaluation, Curriculum Development, Educational Planning, Essays

Identifiers—Education Amendments 1966

Three papers focusing upon the beliefs and issues confronting professionals concerned with consumer and homemaking education programs are presented. The first paper "Consumer and Homemaking Education Today" (R. Hughes), examines the questions of content and audience from a curriculum development view. The status of programs using evidence of program effectiveness from existing data is discussed. Suggesting research needed and possible approaches for studies, the paper concludes with implications for programs, funding allocations, and legislation. The second paper, "Assessment of Consumer and Homemaking Education" (A. Cross), discusses criteria for determining the effectiveness of curriculum in consumer and homemaking education. Two major criteria are suggested: meeting needs of the various groups targeted by legislation and the competencies essential for the homemaker. Types of studies needed when evaluating a program are suggested. The paper concludes with a rationale for consumer and homemaking education as a part of vocational education. The third paper, "Legislation for Consumer and Homemaking Education: Social Implication" (E. Simpson), examines the role of consumer and homemaking education in the Education Amendments of 1966, and selected characteristics of the American family and relevant social issues having implication for home economics and for related legislation. The purposes of home economics and the role of such programs in vocational and general education are also presented. The paper concludes with a discussion of future alternatives. (JH).

ED 171 961 CE 021 573

Merchandising Your Job Talents. Revised Edition.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—78

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 029-000-00304-1)

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Employment Interviews, *Employment Qualifications, *Job Application, *Job Search Methods, *Job Skills, Career Education, Employment Opportunities, Guides, Resources, Self Evaluation

This booklet is a guide for job applicants. It offers suggestions on (1) how to perform a self-appraisal and where to find out about job qualifications, (2) how to prepare a resume, (3) how to write a letter of application, (4) where to go for information on job opportunities, and (5) how to present employment qualifications in the job interview. Sample resumes and a letter of application are included. Also, the guide offers tips on planning time, taking tests, and learning to profit from job interviews. (CSS).

ED 171 963 CE 021 585

The Effects of Structural Employment and Training Programs on Inflation and Employment. Hearings before the Joint Economic Committee, Congress of the United States, Ninety-sixth Congress, First Session. (February 9 and 21, 1979).

Joint Economic Committee, Washington, D.C.

Pub Date—79

Available from—Superintendent of Documents, U.S. Government

Printing Office, Washington, D.C. 20402
Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Employment Problems, *Employment Programs, *Inflation Economics, *Labor Market, *Unemployment, Employment Level, Employment Patterns, Employment Projections, Hearings, Job Training, Labor Force Development, Minority Group Influences, Minority Groups, Youth Employment
Identifiers—Comprehensive Employment and Training Act

Hearings on the effects of structural employment and training programs on inflation and unemployment are presented. The purpose of the hearings is to determine the best approach or mix of approaches to combat structural unemployment. The document is arranged in four parts. The first section presents six witnesses and statements before the Joint Economic Committee of Congress on February 9, 1979. The second section includes six witnesses and statements before the committee on February 21, 1979. A total of nine prepared statements, submitted for the record, are included in sections 3 and 4. "The White Paper on the New Comprehensive Employment and Training Program" and a report on "Programs to Reduce Structural Unemployment" are appended. (LRA).

ED 171 964 CE 021 587

Minnich, Brenda S.
4-H Intergenerations Project. A Summary Report.
National Four-H Club Foundation, Washington, D.C.
Spons Agency—Kellogg Foundation, Battle Creek, Mich
Pub Date—78
Pub Type—Reports—Descriptive (141). Tests, Questionaires, Evaluation instruments (160). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Adolescents, *Community Involvement, *Extension Education, *Group Activities, *Older Adults, *Staff Development, Advisory Committees, Citizen Role, Communication Skills, Community Action, Community Cooperation, Group Dynamics, Outreach Programs, Program Descriptions, Program Development, Program Guides, Questionnaires, Youth, Youth Clubs
Identifiers—4 H National Center, Intergenerational Programs

This project was conducted as an experiment in the implementation of the guidelines set up by the agents' manual of the Texas study, SKILLS (Seniors and Kids Involved in Learning Life's Skills). Objectives of the intergenerational program included the following: (1) to further the work started by the SKILLS study, (2) to offer a variety of opportunities for helping the young and "young at heart" to develop new modes of communication, (3) to offer opportunities for interaction in a learning and helping atmosphere in a two-way relationship, (4) to develop guidelines for a learning laboratory, (5) to increase community involvement in the Cooperative Extension Service, (6) to enhance the spirit and mental well-being of older adults, (7) to develop an advisory planning committee, and (8) to identify and catalog the senior citizen organizational network within Prince George's County. Guidelines and recommendations are given for compiling the senior citizen network guide, contacting 4-H teenagers, contacting senior citizens, and bringing each together for some type of activity. (The SKILLS program description and questionnaires used by the project are appended.) (LRA).

ED 171 967 CE 021 596

Joestgen, John G.
Parliamentary Procedure for the FFA Member.
Wisconsin State Dept. of Public Instruction, Madison
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Parliamentary Procedures, Guides, Instructional Materials, Secondary Education, Standards
Identifiers—Future Farmers of America, Wisconsin

Information and examples concerning parliamentary procedures are presented in this instructional manual written for Wisconsin Future Farmers of America (FFA) members and FFA parliamentary procedure teams. Topics include the following: secretary minutes (bylaws, officers, quorum, order of business, meeting and session, introducing business, assignment of the floor, methods of voting, and general consent); classification of motions (main motion, subsidiary motions, privileged motions, incidental motions, and motions that bring a question again before the assembly); main motions; subsidiary motions (postpone indefinitely, amend, refer, postpone to a certain time, limit or extend limits of debate, previous question, and lay on the table); privileged motions (call for the orders of the day, raise a question of privilege, recess, adjourn, and fix the time to which to adjourn); incidental motions (point of order, appeal, suspend the rules, object to the consideration of question, division of questions, division of assembly, methods of voting, nominations, parliamentary inquiry, and point of information); and motions that bring something previously adopted). A glossary of terms concludes the manual. (JH).

ED 171 968 CE 021 619

Kaufman, Jack J. And Others
A Report of a Study of Sex Bias Perceptions in Idaho Vocational Programs. Final Report.
Idaho State Univ. Pocatello
Spons Agency—Idaho State Board of Vocational Education, Boise
Pub Date—79
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Enrollment, *Sex Discrimination, *Sex Fairness, *Teacher Employment, *Vocational Education, Administrator Attitudes, Counselor Attitudes, Enrollment Influences, Postsecondary Education, Secondary Education, Surveys, Teacher Attitudes, Vocational Education Teachers
Identifiers—Idaho

A study was conducted to determine the degree, if any, of sex discrimination resulting from sex bias within vocational programs in the state of Idaho. The following three objectives were developed: (1) to determine the proportion, by sex, of administrators, teachers, counselors, and students making up the population of participants in vocational programs presently being funded in the state; (2) to assess the degree of sex bias of administrators, teachers, and counselors of vocational programs in the state; and (3) to collect and assess data from leaders in the sex equity movement which might be used by the Idaho State Division of Vocational Education to develop guidelines for enrollment proportions for reimbursed vocational programs within the state. The study resulted in achievement of the first two objectives, but insufficient returns from the limited number of identified leaders in sex equity precluded attainment of the third objective. The study found that Idaho vocational educators feel more overall dissatisfaction with student male/female proportions than with teacher proportions. For those vocational areas in which disparity by sex exists in student enrollments, vocational educators felt that the disparities were neither satisfactory nor ideal. The enrollments were, however, considered both practical and satisfactory to the community. (BM).

ED 171 969 CE 021 632

Equalizing Access to Vocational Centers.
Associated Educational Consultants, Inc. Pittsburgh, Pa
Spons Agency—Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education
Pub Date—79
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC07 Plus Postage
Descriptors—*Enrollment Influences, *Parent Influence, *Vocational Directors, *Vocational Education Teachers, *Vocational Schools, Postsecondary Education, Research Reports, Secondary Education, Vocational Education
Identifiers—Vermont

A study was conducted to identify factors which inhibit the ability of Vermont secondary school students to enroll or maintain enrollment in a vocational education program. At fifteen vocational centers and their feeder high schools, self-administered questionnaires were given to vocational program students and non-program students, as well as to their parents. Vocational center personnel—teachers, counselors, etc. —were also given the questionnaire. Among the results were the following: parents, followed by counselors, were identified as the individuals having had the most influence on choice of

curriculum; and most centers conduct programs in the feeder high school to inform students about the vocational centers. Recommendations included: (1) a public relations program to inform parents and students about the opportunities in vocational education; (2) vocational centers must be flexible to meet the changing needs of the job market; and (3) a definite, written recruitment policy, worked out between the centers and the feeder schools, is needed. (Sample interviews, surveys, and worksheets are appended.) (CT).

ED 171 970 CE 021 634

Karnes, M. Ray

Alternative Work Experience Programs. Final Report.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—OEG-0-74-1684

Note—35p

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Cooperative Programs, *Nontraditional Education, *Unemployment, *Work Attitudes, *Youth Employment, Blacks, Career Development, Educational Research, Employer Attitudes, Employment, Females, Financial Problems, Labor Force Nonparticipants, Males, Minimum Wage, Parent Attitudes, Part Time Employment, Questionnaires, Secondary Education, Student Attitudes, Vocational Education, Whites, Work Experience Programs

Identifiers—Mississippi

A study was conducted in six south central Mississippi counties (1) to determine the incidence of part-time employment of in-school youth by age, grade, sex, and race; (2) to determine types of part-time jobs held by youths while in public school and their available work experience alternatives; (3) to obtain employed youth and their parents' reactions toward youth work in relation to school and future career plans; and (4) to ascertain barriers to part-time youth employment as preceived by youth, parents, and employers. Through questionnaires and interviews data was obtained from 100 cooperative vocational program students, their parents and employers; and 100 students not in the cooperative program, their parents and employers. Major findings were: youth aged 14 and 15 accounted for 30.9% of those employed between ages 14 and 19; except in the cooperative program employed males outnumbered females two to one; black males held a proportionate job share, but black females did not. Chain stores and restaurants provided one-third of youth jobs. Youth, their employers, and parents viewed the minimum wage requirement as a major youth employment barrier. Cooperative students, their parents and employers were much more favorably disposed toward work than were their counterparts. The cooperative model was recommended for study by those interested in enhancing work and school experiences of employed youth. (Author/CSS).

ED 171 971 CE 021 640

Individual and Family Resource Management. (Home Economics for Oregon Schools)).

Oregon State Dept. of Education, Salem

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Family Financial Resources, *Home Economics, *Home Management, Curriculum Guides, Decision Making, Educational Objectives, Learning Activities, Money Management, Resources, Secondary Education

Identifiers—Goal Based Planning, Oregon

This curriculum guide on individual and family resource management is one of a set of five Oregon goal-based home economics curriculum guides. Provided in this guide are the following: one suggested district goal (students will be able to make rational decisions in managing personal and family resources), six suggested program goals (e. g. the student will be able to relate concepts of money, time, and energy to individual and family resource management); fifty-five suggested course goals (e. g. the student will be able to explain the role of credit in overall financial planning); and over 600 suggested learning experiences (e. g. investigate sources of loans in your community and compare in terms of security required, interest rates, payments and repayment periods allowed, and share findings in class). Also included in this document are suggestions for guide use, a description of goal-based planning for home economics, and a numbered list of resources (books and articles for students and teachers, pamphlets, kits and games, magazines, tapes and slides, films and filmstrips) keyed to the learning experiences. (JH).

ED 171 972 CE 021 643

Living Environments. (Home Economics for Oregon Schools).

Oregon State Dept. of Education, Salem

Pub Date—78

Available from—Documents Clerk, Oregon Department of Education, 942 Lancaster Drive NE, Salem, OR 97310

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Environment, *Environmental Influences, *Home Economics, Cultural Context, Curriculum Guides, Educational Objectives, Family Environment, Learning Activities, Physical Environment, Secondary Education, Social Environment

This curriculum guide on living environments is one of a set of five Oregon goal-based home economics curriculum guides. Provided in this guide are the following: one suggested district goal (students will understand the environmental impact of housing upon society and culture when creating and managing a livable habitat); five suggested program goals (e. g. the student will be able to evaluate the impact of environments on people); sixty-seven suggested course goals (e. g. the student will be able to identify the essential ingredients in the environment that affect individual and family well-being); and over 650 suggested learning experiences (e. g. collect newspaper articles related to a current environmental issue, identify effects of possible solutions, and relate the advantages and disadvantages in class. Also included in this document are suggestions for guide use, a description of goal-based planning for home economics, and a numbered list of resources (books and articles for students and teachers, pamphlets, kits and games, magazines, tapes and slides, films and filmstrips) keyed to the learning experiences. (JH).

ED 171 974 CE 021 647

Atteberry, James W.

A Model for Planning Vocational Education Via Mathematical Modeling. (Technical Report).

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Pub Type—Reports—Research/Technical (143). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Computers, *Mathematical Models, *Program Development, *Vocational Education, Objectives, Operations Research, Postsecondary Education, Problems, Program Improvement, Research Reports, Secondary Education

A project was developed to link together the computer and an operations research technique (goal programming) and to bring them to bear on problems in improving vocational education planning. The process involves using the computer to solve a mathematical model designed to determine trade-off values among alternative goals and plans. Simulating the relationships among goals, constraints, and variables enables the planner to explore the effects of alternative actions. Typical vocational education goals center on training-related placements, completers' labor force participation, number of students to be served, completers' continuing education, completers' wages, dropout reduction, increasing employment options, serving disadvantaged/handicapped, eliminating sex stereotyping, and social-political goals. Constraints include limited job openings, limited budget/facilities, students available, and student interest. Decision variables, goals, and constraints are placed into an equation. The final step in developing the model is the formulation of an achievement function. Steps involved in model application are: identify goals and constraints, gather relevant data, put data into computer, apply the model, and interpret the results. The model is applicable to plann-

ing at the state level (for example, it was applied in Missouri) or regionally within the state. (CSS).

ED 171 977 CE 021 703

Gottfredson, Linda S.

Aspiration-Job Match: Age Trends in a Large Nationally-Representative Sample of Young White Men.

Johns Hopkins Univ. Baltimore, Md. Center for the Study of Social Organization of Schools

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—JHU-CSSOS-268

Pub Date—78

Contract—NIE-G-76-0075

Note—30p

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Attitude Change, *Career Counseling, *Career Development, *Congruence Psychology, *Job Satisfaction, *Occupational Aspiration, * Age Differences, Career Change, Change Strategies, Employment Potential, Job Development, Job Enrichment, Males, National Surveys, Occupational Surveys, Promotion Occupational, Research Reports, Self Actualization, Self Concept, Surveys, Trend Analysis, Vocational Adjustment, Whites

Identifiers—Hollands Occupational Typology

In order to learn how people may alter or reconcile their aspirations and jobs during their career development, this study examined the match between vocational aspirations and actual jobs of white young men and older men. Age trends in the match between vocational aspirations and actual jobs were studied in a nationally representative sample of 3,730 white men aged sixteen to twenty-eight who were interviewed yearly over a five-year period. Findings indicate that as the youth aged, higher agreement between jobs and aspirations (classified according to Holland's typology) occurred. In addition, the distributions of both aspirations and actual jobs differed with age. Larger proportions of the older men were engaged in enterprising work, and the distribution of aspirations, which at age sixteen diverged markedly from the distribution of jobs, resembled that distribution more closely by age twenty-eight. (Implications for changing strategies of vocational counseling and research are included.) (Author/LRA).

ED 171 981 CE 021 720

Reubens, Beatrice G.

The Transition from School to Work—the European Experience: Implications for Research and Development. Occasional Paper No. 49.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—79

Available from—National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($1.90)

Pub Type—Information analyses/State-of-the-Art Materials (070). Speeches, Conferences Papers (150). Opinions/Personal Viewpoints/Position Papers/Essays (120)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Apprenticeships, *Comparative Education, *Instructional Systems, *Vocational Education, Communication Skills, Educational Development, Educational Planning, Foreign Countries, Foreign Policy, Interpersonal Competence, On the Job Training, Opinions, Skilled Workers, Speeches, State of the Art Reviews, Unemployment

Identifiers—Europe, France, Germany, Great Britain

Examining the transition from school to work in Europe, this speech focuses on a comparison of initial occupational preparation for young people in France, Germany, and Great Britain. The desired competencies in new entrants to the labor market are listed in four categories: basic cognitive skills; personal qualities and work attitudes; interpersonal skills; analytical abilities and the ability to plan, organize, or make decisions; and specific occupational skills. A detailed description of national systems of skill training in France is provided. The following five issues regarding initial occupational preparation in Europe are presented: (1) What occupations should be designated for training purposes and how can one be separated from another? (2) How long should the training last? (3) In what setting should occupational skills be acquired? (4) Where in the educational and work cycle should this training occur? (5) Who should receive formal skill training? A question and answer section is included in which the author answers questions relating to topics such as apprenticeships, the vocational education system in France, women in vocational education, handicapped people in vocational education, teacher training programs in other countries, manpower and educational planning, and how vocational education in other countries will effect change in the United States' vocational education policy. (LRA).

ED 171 983 CE 021 732

Treichel, Janet

Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement and Follow-Through. Final Report.

Illinois Univ. Urbana. Dept. of Vocational and Technical Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—G007702142

Note—123p.; For related documents see CE 021 726-732

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Career Counseling, *Career Guidance, *Career Planning, *Counseling Techniques, *Job Placement, *Program Development, *Vocational Follow Up, Ancillary School Services, Career Education, Case Studies, Comprehensive Programs, Information Dissemination, Inservice Education, Models, Program Descriptions, Program Evaluation, School Districts, Staff Development, Workshops

Identifiers—Optimizing Planning Techniques

The purpose of the Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement, and Follow-Through project was to help local educational agencies systematically plan and efficiently operate comprehensive guidance and counseling programs. The project (1) identified planning models for comprehensive systems of guidance, counseling, placement, and follow-through; (2) compiled a list of guidance and counseling planning models; (3) trained facilitators in ten states to instruct school district personnel in the use of a planning model; (4) prepared a variety of educational and community personnel in the use of guidance and counseling planning tools; (5) profiled, through a case-study approach, a career guidance planning model to demonstrate how planning models can be adapted to fit local school system needs; and (6) evaluated a planning model's effectiveness in various school system settings. (Sample workshop forms are included.) (Author/CSS).

ED 171 984 CE 021 754

Frazier, Don Chester, James

Competency Documentation Desired by Employers in Banks and Residential Construction Industries.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Research, Planning, and Evaluation

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Banking, *Carpenters, *Credentials, *Employment Interviews, *Employment Qualifications, *Job Application, Educational Research, Job Applicants, Job Skills, Personnel Evaluation, Research Reports

Identifiers—Oklahoma

A study was conducted to determine the type of documentation of students' skills desired by employers in the banking and residential carpentry industries. Data were collected by interviews with employers of random samples of banking institutions (thirty-one) and residential carpentry firms (thirty-five) in Oklahoma. Results of the study led to the following conclusions: (1) at present, employers look for those evidences that relate to interpersonal skills and the work ethic rather than vocational skills; (2) candidates able to present an appropriate credential which evaluates job competencies and interpersonal skills will have better opportunities to obtain a job; (3) very little interest was shown in documentation of cognitive skills and levels of education beyond a high school diploma; and (4) there were many commonalities desired in the credential by these two industries. The major recommendation of the study was that the Oklahoma State

Department of Vocational and Technical Education staff provide leadership in the development and use of a credential for all vocational programs. (JH).

ED 171 987 CE 021 825

Miguel, Richard J.

Experiential Education Policy Guidelines. Research and Development Series No. 160.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group

Pub Date—79

Contract—400-77-0055

Note—63p. ; For related documents see CE 021 826-827

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Career Education, *Experiential Learning, *Policy Formation, *Vocational Education, Advisory Committees, Apprenticeships, Career Exploration, Cooperative Programs, Educational Policy, Employment Programs, Guidelines, Job Training, Service Occupations, Work Experience Programs, Youth Programs

Sixteen guideline recommendations developed by an experiential education advisory panel are presented. Policy guidelines are intended for use in developing experiential education programs. Each issue is briefly delineated; major points that were offered for the panel's consideration are highlighted. The issue statements concern the following areas: learner objectives, site selection, evaluation, structure for learning, diversity of experiences, identification of learners, access to various employment levels, program expansion, commitment to programs, worker protection, legal requirements, paid experiences, academic credit, employment credit, preparation of educational personnel, and preparation of workplace personnel. Immediately following each issue statement is the panel's guideline recommendation including the rationale, safeguard, and potential benefits. For example, the first recommendation is that experiential education goals should be translated into specific learner objectives and should be stated in terms that reflect shared understanding among all participants. (CSS).

ED 171 988 CE 021 826

Wasson, Louise E. Ed. Miguel, Richard J.

Experiential Education. A Primer on Programs. Information Series No. 162.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group

Pub Date—78

Contract—400-77-0055. . . . . OB-NIE-G-78-0111-P5

Note—166p

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Descriptive (141). Collected Works—Serials (022)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Experiential Learning, *Work Experience Programs, *Youth Programs, Apprenticeships, Career Education, Career Exploration, Cooperative Programs, Employment Opportunities, Employment Programs, Job Training, Postsecondary Education, Program Descriptions, Secondary Education, State of the Art Reviews, Vocational Education, Volunteer Training, Youth Employment

This primer provides resources for individuals seeking exemplary programs and effective policy in the field of experiential education. The first of three parts presents a descriptive overview of programs catalogued under the rubric of experiential learning. These include cooperative vocational education; employment, training, and education motivation programs; experience-based academic programs; career exploration programs; apprenticeship programs; supervised volunteer work; and general work experience programs. Section 2 contains descriptions by program directors/leaders of the policy-making processes, guidelines, and participants in nine programs: The Academic Internship Program, The College Venture Program, The Executive High School Internships Program, 70001 Ltd. The Hampden County Manpower Programs, Recruitment and Training Program, Cooperative Vocational Education Programs, Walkabout, and Experience-Based Career Education. The final section contains abstracts of forty programs that were chosen because of their innovation, stability, and effectiveness. Abstracts include the following information where appropriate: program address; purpose; national model; publication; total enrollment; funding source; population served; selection procedure; pay; time at work/learning site; graduation credit; evaluation of participants; cost; supervision at community site; business, labor, community involvement in program policy making; orientation information; coordination with classroom instruction; real work credit for experiential learning; program guidelines; legal problems; transportation to job site; follow-up studies; and comments. (CSS).

ED 171 989 CE 021 827

Coleman, Deborah D. Ed

Experiential Education in the Workplace. An Annotated Bibliography. Bibliography Series No. 47.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group

Pub Date—79

Contract—400-77-0055

Note—76p. ; For related documents see CE 021 825-826

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Career Education, *Experiential Learning, *Vocational Education, *Youth Programs, Annotated Bibliographies, Bilingual Students, Career Guidance, Cooperative Programs, Disabilities, Disadvantaged Youth, Educational Policy, Gifted, Guidelines, Mild Mental Retardation, Minority Groups, Postsecondary Education, Program Development, Program Evaluation, Research, School Business Relationship, School Community Relationship, Secondary Education, Teachers, Unemployment, Unions, Vocational Adjustment, Work Experience Programs, Youth Employment

This annotated bibliography presents selected references from various bodies of literature which pertain to experiential education in the workplace. (CSS).

ED 171 991 CE 021 837

Parikh, V. M.

High-Technology Industries through Entrepreneurial Education.

British Columbia Inst. of Technology, Burnaby, Directed Study Centre

Pub Date—79

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Cooperative Programs, *Industry, *Models, *Program Development, *Technology, Administrator Education, Economic Development, Educational Development, Human Resources, Program Descriptions

Identifiers—British Columbia, Entrepreneurship

This report examines a study to promote high-technology industries in British Columbia using an essentially integrated educational and economic development program. Human resources, skilled in high-technology and entrepreneurship, are recognized as prime sources of potential development of high-technology industries in the Province. An educational program integrating technological and managerial training is proposed for the development of such a resource, and is illustrated by examining the possibilities in the field of fine-chemicals and pharmaceuticals manufacturing. A model involving the "discovery park" concept working through an active cooperation between educational institution, different departments and levels of government, small-scale manufacturing units, and a cooperative-based large marketing corporation is proposed. The study suggests a number of benefits to be accrued from such a model. Finally, the proposed model is broadly examined in terms of the cost involved in its development, and some suggestions are given as to the most economical way to proceed. Appended materials include the basic proposal, a list of British Columbia and Canadian financial assistance

programs, and a bibliography. (CT).

ED 171 996 CE 021 857

Berns, Robert G. Smith, Clifton L.

A Competency-Based In-Service Training Program for Distributive Education Coordinators on Their Role as DECA Chapter Advisors. Phase I. Final Report, September 1, 1978 through June 15, 1979.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education

Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education

Pub Date—79

Pub Type—Tests, Questionaires, Evaluation instru ments (160). Reports—Research/Technical (143)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Competency Based Teacher Education, *Inservice Teacher Education, *Instructor Coordinators, *Student Organizations, *Task Performance, * *Teacher Role, Distributive Education, Educational Research, Preservice Teacher Education, Questionnaires, Research Reports

Identifiers—Distributive Education Clubs of America, Virginia

A study was conducted to accomplish three objectives: (1) identify and validate the tasks performed by distributive education teacher coordinators in the role of Distributive Education Clubs of America (DECA) chapter advisors; (2) identify competencies needed by teacher-coordinators to perform these tasks; and (3) develop instructional modules for use in inservice or preservice distributive education teacher education. Questionnaires concerning ninety-seven tasks were mailed to a random sample of teacher-coordinators, and all assistant state supervisors, local supervisors, and teacher educators in Virginia. The questionnaire concerned the relevancy of the tasks, the extent to which coordinators performed the tasks in the role of advisors, and the location at which the tasks should be learned. Fifty percent or more of the responding teacher-coordinators indicated that they performed all of the ninety-seven talks listed in their role as DECA advisors. Fifty percent or more of the assistant state supervisors, local supervisors, and teacher educators indicated that teacher-coordinators should perform all ninety-seven tasks. The extent to which the tasks should be developed varied among the tasks. The major locations at which the tasks should be learned were identified as preservice and inservice programs. Instructional Modules were developed for each cluster of tasks and included objectives, learning activities, instructional materials, and evaluation instruments. (Author/JH).

ED 171 998 CE 021 875

The Rationale and Process of the Career Change Project: Characteristics and Cases of Joint Industry-Education Programs Assisting Employee-Selected Career Changes. Final Report.

Technical Education Research Center, Cambridge, Mass

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—G007605051

Note—63p. ; Not available in hard copy due to thin light type; For related documents see CE 022 116, CE 022 161-165

Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Adult Development, *Career Change, *Career Guidance, *Retraining, *School Business Relationship, Adult Counseling, Adult Education, Adult Programs, Career Choice, Career Education, Career Opportunities, Career Planning, Case Studies, Educational Research, Employed Women, Employment Opportunities, Employment Services, Job Placement, Job Search Methods, Occupational Mobility, Program Descriptions, Research Reports, Vocational Followup

Technical Education Research Centers initiated the Career Change Project to discover, study, and publicize programs that assist adults to make major career changes. The project surveyed by mail and phone 800 businesses and industrial firms, 1500 postsecondary educational institutions and contacted twenty government agencies, professional associations, and labor unions in order to find career change programs. These programs ideally combined career and life counseling, education/training for a new career, job placement services, and follow-up mechanisms. Ten case histories were written to describe programs in four firms, three government agencies, two schools, and a professional association. An overview monograph also was written to present career counseling centers operated by or affiliated with nine postsecondary institutions. The major product of this study was a book entitled 'Career Change: A Handbook of Exemplary Programs in Business and Industrial Firms, Educational Institutions, Government Agencies, and Professional Associations'. The handbook includes the case histories and monograph along with a general discussion of career change, an individual career change model, and a summary of the survey findings. (LRA/Author).

ED 171 999 CE 021 877

Johndrow, Jim And Others

A Classification and Retrieval System for Vocational-Technical Education Curricular Materials in Alabama. (Vocational Education Curriculum Operation—Management Plan.) Publication No. 5.

Auburn Univ. Ala. School of Education

Spons Agency—Alabama State Dept. of Education, Montgomery. Div. of Vocational Education

Pub Date—78

Pub Type—Reports—Descriptive (141). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Classification, *Instructional Materials, *Library Networks, *Library Services, *Staff Utilization, Documentation, Library Technical Processes, Program Descriptions, State Programs, Technical Education, Vocational Education

Identifiers—Alabama

This publication reports background information, a rationale, and a proposed state system for classification and retrieval of vocational-technical education curriculum materials for Alabama—a result of the state/federal-funded project entitled 'Vocational Education Curriculum Operation—Management Plan' (VO-ED COMP). Major components of the recommended system are listed: planning, organizing, acquisition, processing, storage/filing, retrieval, and evaluation. Service is discussed from the viewpoint of a central focus, permeating all components. An automated, machine-readable documentation procedure is recommended, along with a centralized vocational-technical curriculum resources library. Recommendations for staffing and procedures for implementing and operating the library are made and sample forms are appended. (Author/CT).

ED 172 000 CE 021 878

Andrews, Glenn And Others

A Demonstrated Prioritization Model for Curriculum Development in Alabama's Vocational-Technical Education System. (Vocational Education Curriculum Operation—Management Plan) Publication No. 4.

Auburn Univ. Ala. School of Education

Spons Agency—Alabama State Dept. of Education, Montgomery. Div. of Vocational Education

Pub Date—79

Pub Type—Reports—Research/Technical (143). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Curriculum Design, *Curriculum Development, *Management Systems, *Models, *Needs Assessment, *State Programs, Agricultural Education, Demonstration Programs, Guidelines, Home Economics Teachers, Trade and Industrial Teachers, Vocational Education

Identifiers—Alabama

One aspect of the State/Federally funded project VO-ED COMP (Vocational Education Curriculum Operation-Management Plan carried out in Alabama during 1978) was the determination of priorities for curricular development and management functions in Alabama's vocational technical education programs. A needs assessment study was made at the 1978 secondary and postsecondary vocational work conferences. An instrument was developed, trial tested and administered during the registration at each conference. Respondents were primarily vocational teachers in trade and industrial, home economics or agribusiness educaiton. Audiovisuals were in greatest demand, followed by teacher guides and studen materials. Curriculum information most needed were lists of training aids, disad-

vantaged/handicapped materials and lists of references; curriculum services most needed were help with locating instructional materials, inservice workshops (industry- and school-sponsored) and college credit curriculum courses. The researchers called for yearly assesment of needs, broad representation of personnel in needs surveys, broadly-based development of instructional materials to meet diverse needs, increased availability of audiovisuals/student materials/teacher guides, and expansion of availability of the curriculum information and services checked by respondents. Program areas identified as top priority for curriculum development in Alabama included agricultural production, accounting/computing, practical nurse, carpentry, ornamental horticulture, apparel/accessories, drafting, and industrial electricity. (Author/CT).

ED 172 001 CE 021 879

Drake, J. Bob And Others

A Model and Guide for the Assessment of Curriculum Development Personnel in Alabama's Vocational-Technical Education System. (Vocational Education Curriculum Operation—Management Plan) Publication No. 3.

Auburn Univ. Ala. School of Education

Spons Agency—Alabama State Dept. of Education, Montgomery. Div. of Vocational Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Curriculum Development, *Models, *Personnel Evaluation, *State Programs, *Vocational Education, Educational Assessment, Program Descriptions, Program Guides

Identifiers—Alabama

This report entails background information and a proposed model for assessment of personnel responsible for curriculum development and management in Vocational-Technical education in Alabama (the result of a state/federal-funded project entitled "Vocational Education Curriculum Operation—Management Plan" or VO-ED COMP). Four approaches to personnel evaluation are reviewed: (1) trait evaluation, (2) work measurement evaluation, (3) job description evaluation, and (4) evaluation by results. Examples and forms are provided for each type, and—major strengths and weaknesses are given. Possible evaluators are listed as (1) supervisors, (2) peers, (3) self, (4) subordinates, and (5) outsiders. Specific steps for implementing the model are listed, forms are included and a timetable is given. An annotated bibliography of pertinent literature is found at the end of the report. (Author/CT).

ED 172 002 CE 021 881

Drake, J. Bob And Others

A Vocational Education Curriculum Operation and Management Plan and Model for Alabama. (Vocational Education Curriculum Operation—Management Plan) Publication No. 6.

Auburn Univ. Ala. School of Education

Spons Agency—Alabama State Dept. of Education, Montgomery. Div. of Vocational Education

Pub Date—78

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Curriculum Design, *Curriculum Development, *Curriculum Evaluation, * *Management Development, *Models, Instructional Materials, Management Systems, Professional Training, Program Descriptions, Vocational Education

Identifiers—Alabama, American Institutes for Research

A state/federal-funded project for the development of a coordinated curriculum development and management plan was carried out in Alabama in 1977-79 and was titled VO-ED COMP (Vocational Education Curriculum Operation—Management Plan). The proposed model consisted of twelve steps: (1) identification of needs, (2) instructional material priority determination, (3) establishment of curriculum standards and policies, (4) state approval, (5) material review, (6) adaptation, development or procurement of materials, (7) pilot or field test, (8) printing or production, (9) dissemination/diffusion, (10) local utilization, (11) evaluation, and (12) recycling. An operation and management plan for administration of the model was outlined; functions of the Curriculum Development Unit (CDU) and its committees, units, and positions were delineated; staffing patterns and positions were indicated; and a pre-service/in-service professional development plan for vocational curriculum personnel was recommended. The latter plan advocated utilization of the Vocational Education Curriculum Specialist Materials developed by the American Institutes for Research, Palo Alto, California. (Author/CT).

ED 172 003 CE 021 892

A Transportable Professional Development Module for Mainstreaming Students into Vocational Education.

Louisville Univ. Ky

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—498AH60017. G007604048

Note—120p.; Not available in hard copy due to small print

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Teacher Education, *Delivery Systems, *Individualized Instruction, *Instructional Design, *Instructional Improvement, *Mainstreaming, Academically Handicapped, Educational Objectives, Employment Potential, Guides, Handicap Identification, Handicapped Students, Individual Differences, Individual Needs, Inservice Teacher Education, Instructional Materials, Learning Activities, Mental Retardation, Physical Disabilities, Preservice Teacher Education, Teaching Models, Vocational Education

This module is designed to enable the teacher working in an actual school situation with a special needs learner to develop an individualized instruction program based on a diagnostic, prescriptive teaching model. The first of three chapters contains three learning experience activities which are designed to help the teacher demonstrate knowledge of (1) the handicapping conditions and educational goals of special needs learners, (2) delivery systems used in designing instruction, and (3) the diagnostic prescriptive model as it relates to individual instruction. Each learning experience contains an objective, learning activity, optional learning activity, self check activity, and feedback. Chapter two is a review of related literature. The third chapter contains a training packet to help teachers develop affective and cognitive understanding of the mainstreaming concept and its implications for training people who have special needs to obtain and keep rewarding and satisfying jobs. Objectives, activities, evaluation methods, and learning materials are presented in chart form. (LRA).

ED 172 016 CE 021 976

Wulf, Douglas And Others

Clients' Experience with Vouchered On-The-Job Training in the Portland Win Program.

Bureau of Social Science Research, Inc. Washington, D.C.

Report No.—BSSR-9000-11

Pub Date—79

Pub Type—Reports—Evaluative/Feasibility (142)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Labor Force Development, *On the Job Training, *Participant Satisfaction, Feasibility Studies, Participation, Problems, Program Evaluation, Training Methods

Identifiers—Oregon (Portland), Vouchered Manpower Training, Work Incentive Program

From 1974 through 1976, a program to test the feasibility of vouchering manpower training was incorporated into the existing Work Incentive (WIN) program in Portland, Oregon. The purpose of the second phase of the program was to evaluate the feasibility of incorporating vouchers into an on-the-job (OJT) program as an optional component that clients could choose. (Phase one dealt with the evaluation of vouchered training offered by educational institutions.) Vouchers were issued to a total of 345 clients. Training and follow-up data were collected for them and for a group of 139 WIN clients who were placed in regular OJT slots during the same period. Voucher clients experienced considerable difficulty in obtaining training positions; those who did succeed in making use of the voucher tended to locate more desirable positions than regular trainees in terms of pay and occupational preference. Dropout rates and longer-term labor

force participation and welfare dependency did not differ significantly for the two groups. (Author/JH).

ED 172 019 CE 022 002

Agribusiness II.

Purdue Univ. Lafayette, Ind. School of Agriculture

Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF07 Plus Postage. PC Not Available from EDRS

Descriptors—*Agribusiness, *Agricultural Education, *Agricultural Engineering, *Career Development, *Leadership Training, *Supervised Farm Practice, *Vocational Education, Agricultural Occupations, Animal Husbandry, Career Exploration, Career Opportunities, Conservation Environment, Curriculum Guides, Educational Objectives, Educational Resources, Horticulture, Instructional Materials, Job Search Methods, Learning Activities, Lesson Plans, Natural Resources, Orientation Materials, Secondary Education, Teaching Models, Wildlife Management

Identifiers—Indiana

This common core curriculum guide for agribusiness presents material for eight units of instruction. Following the objectives of the guide and a description of the curriculum materials, lessons are provided in the following subject areas: (1) orientation, (2) leadership, (3) careers, (4) supervised occupational education, (5) mechanics, (6) animal science, (7) horticulture, and (8) conservation of natural resources. Provided within each of the lessons are lesson objectives, motivation ideas, references, outlines, teaching learning activities, and a suggested evaluation. The leadership unit examines public speaking skills and provides practice in conducting meetings. Information on selecting a career and applying for and working at a job is given in the careers unit. The supervised occupational education unit presents information on how to summarize and analyze the job that the student selected in the previous year. The mechanics unit introduces skills that are of importance to people employed in agribusiness occupations. The three technical agribusiness units, animal science, horticulture, and conservation of natural resources, examine specialized information and provide practice in skills from each major agribusiness area. (LRA).

ED 172 020 CE 022 005

A Procedure Manual for the Health Assistant Curriculum: Final Report.

Pennsylvania State Univ. University Park

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education

Pub Date—79

Pub Type—Reports—Research/Technical (143). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC13 Plus Postage

Descriptors—*Allied Health Occupations Education, *Check Lists, *Job Skills, *Laboratory Procedures, *Task Performance, Curriculum Guides, Dental Assistants, Home Health Aides, Medical Assistants, Medical Laboratory Assistants, Nurses Aides, Research Reports, Secondary Education

A secondary education health assistant curriculum procedure manual for six occupational areas is presented. The six areas, the number of procedures described for each area, and an example procedure follow: nursing assistant, forty-six (assist patient to and from a wheelchair); home health assistant, six (baby holds); medical/dental offices workers, forty-one (maintain appointment book); dental assistant, fifty-six (apply saliva ejector); medical assistant, thirteen (disinfect instruments); and medical laboratory assistant, twenty-two (perform hematocrit test). Each procedure states a performance objective, safety factors, equipment and supplies needed, and steps for performing the procedure. Many of the procedures also include instructor checklists. (A brief summary of the project undertaken to develop this manual is presented at the beginning of this document.) (JH).

ED 172 021 CE 022 011

Reading Related Teaching Competencies Identified for Florida Vocational Teachers. Final Report, September 1978 to June 1979.

Florida State Univ. Tallahassee

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education

Pub Date—79

Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Basic Skills, *Job Skills, *Reading Instruction, *Task Analysis, *Vocational Education, Competency Based Teacher Education, Comprehension, Educational Diagnosis, Educational Research, Job Analysis, Postsecondary Education, Program Descriptions, Readability, Reading Development, Reading Improvement, Secondary Education, Skill Development, Task Performance, Teaching Methods, Vocabulary

Identifiers—Florida

The purpose of this study was to identify the reading-related teaching competencies that will be of potential use to vocational teachers if they are to develop the reading skills necessary for classroom instruction and job success. Questionnaires were sent to 591 teachers in all areas of vocational education. Questionnaire items were rated according to degree of importance as perceived by the vocational teachers for their particular program areas. Results revealed six tasks which were generic to all programs. Tasks included the following: (1) determine students' strengths and weaknesses; (2) select teaching techniques that meet the instructional needs of individual students; (3) assign students to master specialized technical vocabulary related to course of instruction; (4) encourage students to use the correct definitions of words; (5) encourage students to interpret information, draw conclusions, and predict outcomes when reading; and (6) assign students to read a sequence of events, methods or steps, or to follow written directions. Each individual program identified twelve to twenty-six competencies unique to their area. (Survey instruments are appended.) (LRA).

ED 172 022 CE 022 013

Metric Measurement Workshop for Vocational Facilitators. Final Report.

Lehigh County Area Vocational-Technical School, Schnecksville, Pa

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education

Pub Date—78

Pub Type—Reports—Research/Technical (143). Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Information Dissemination, *Metric System, *Skill Development, *Workshops, Program Descriptions, Program Development, Research Reports, Secondary Education, Teacher Education, Vocational Education

Identifiers—Pennsylvania

A workshop was conducted to train local representatives from area vocational-technical schools in Pennsylvania to implement the metric materials developed by the Center for Vocational Education at The Ohio State University. As a result of the workshop, the local representatives were to become part of the dissemination process by supporting other teachers through consultations or conducting local workshops. Participants developed lesson plans to incorporate instruction in metric measurement at the laboratory/shop level to assist local instructors. As a result of participant evaluation it was concluded that the participants exhibited increased awareness of the metric system, developed hands-on competencies in using metric tools, equipment and devices for measurement, and developed skills in the use of conversion tables and for slide rules. (A major portion of the document is comprised of attachments, including the workshop agenda, a handout describing the metric system, instructional packets (learning activities), metric units-common and uncommon, use of metric slide rule, lesson plan samples, metric workshop evaluation, and metric measurement test.) (JH).

ED 172 023 CE 022 016

Competency-Based Adult Vocational Education Project. Final Report.

Auburn Univ. Ala. Dept. of Vocational and Adult Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78
Contract—G007701949
Note—127p
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Adult Vocational Education, *Competency Based Education, *Models, *Program Evaluation, *Tests, Program Descriptions

This applied project recognized the priority to identify, describe, and evaluate existing vocational education programs that are coordinated with the adult performance level (APL) competency based approach. Furthermore, the project supported the value of developing and testing one or more models for APL/vocational education interface. In order to satisfy the objectives of the project, two monographs were prepared and an APL Curriculum Materials Catalog was compiled which used three criteria for materials included in the catalog. In field testing the project's competency-based Adult Vocational Model, pre- and post-testing of the adult learners, using the Adult APL Survey, was performed. When the results of the pre- and post-test scores, using the t-test of correlated means, were analyzed, a difference at the .05 level of significance was revealed. The instructors who field tested the model expressed an overall favorable attitude toward infusion of APL material into their vocational subjects. As a result of their support, recommendations were made that this study be replicated using a wider representation of vocational areas. Findings of the study included the recommendations that the State-of-the-Art and the APL Curriculum Catalog be updated yearly because of the continuing development of APL programs and materials. (Author/CT).

ED 172 024 CE 022 019

Jones, Joan And Others
Work Experience and Academic Credit: Issues and Concerns. Information Series No. 166.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Pub Type—Reports—Descriptive (141). Collected Works—Serials (022)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Academic Achievement, *Credits, *Student Experience, *Work Experience Programs, *Youth Employment, *Youth Programs, Advisory Committees, Community Programs, Cooperative Education, Experiential Learning, Federal Legislation, On the Job Training, Secondary Education, Site Analysis, Work Experience, Youth Opportunities
Identifiers—Comprehensive Employment and Training Act, Youth Employment Demonstration Projects Act

Designed to assist local education agency representatives and prime sponsors of the Comprehensive Employment and Training Act (CETA) programs in initiating and implementing awarding of academic credit for work experience, this report reviews the issues evolving from the Youth Employment and Demonstration Projects Act of 1977. Three major sections are contained in the report: (1) regulatory and policy aspects of academic credit for work experience, which discusses local laws, regulations, and policy affecting work experience programs and the awarding of credit; (2) the work experience section which relates learning in an out-of-school setting and efforts required to encourage the development of work experience competencies; and (3) the academic credit section which presents concerns regarding credentialing and assessment and possible future directions. These three sections provide an overview of the concerns surrounding work experience for youth and academic credit for such work experience. Recommendations are made to help local schools and CETA prime sponsors to provide youth with the success possible through credited work experience. The appendixes contain a series of models for awarding academic credit and a compilation of information from six selected states. (LRA).

ED 172 025 CE 022 022

(Teacher's Guide for) Care Kit: Combining Activities with Real Experiences. (Revised Edition).
Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC17 Plus Postage
Descriptors—*Career Choice, *Job Application, *Learning Problems, *Self Concept, * Career Education, Job Skills, Postsecondary Education, Secondary Education, Teaching Guides
Identifiers—Illinois

This kit of career related materials contains activities, worksheets, case studies, games, and tapes intended for use with teen-age students who have difficulty learning in the regular school setting. Activities, which represent real experiences in the working world, are divided into the following topic areas: (1) job getting skills; (2) understanding myself and others; and (3) career choices. Suggestions for possible uses of the materials and motivating the special needs student are also included. (CT).

ED 172 026 CE 022 045

Kay, Evelyn R.
Directory of Postsecondary Schools with Occupational Programs.
National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—78
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01992-2)
Pub Type—Reference Materials—Directories/Catalogs (132)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Career Education, *Private Schools, *Public Schools, *Vocational Education, Catalogs, Community Colleges, Postsecondary Education, Two Year Colleges, Universities, Vocational Schools

This directory of schools which provide occupational training lists public and private schools which offer programs in preparation for a specific career. The types of listings include schools classified as vocational/technical, business/commercial, cosmetology/barber, flight, arts/design, hospital, and allied health; technical institutes, junior/community colleges; and four-year colleges and universities. Schools are listed alphabetically and are arranged in a format including address, telephone number, affiliation, type of school, enrollment figure, accreditation, eligibility, and types of programs offered. The appendixes include a list of schools offering occupational programs through correspondence, a program index, and a school and institution index. (CT).

ED 172 027 CE 022 049

Occupational Outlook Book, 1978-79 Edition. Bulletin No. 1955.
Bureau of Labor Statistics (DOL), Washington, D.C.
Pub Date—78
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 029-001-02067-8, Cloth Cover; No. 029-001-02059-7, Paper Cover)
Pub Type—Guides/Methods/Techniques—General (050). Reference Materials—Directories/Catalogs (132)
EDRS Price—MF05 Plus Postage. PC Not Available from EDRS
Descriptors—*Career Opportunities, *Employment Patterns, *Employment Qualifications, *Labor Market, *Occupational Information, *Salaries, Cluster Grouping, Employment Opportunities, Guides, Job Search Methods, Job Skills, Job Training, Labor Force, Labor Needs, Labor Supply, Occupational Clusters, Occupational Surveys, Promotion Occupational, Trend Analysis, Work Environment
Identifiers—United States

This handbook is divided into four major sections with the first section serving as a guide to the handbook. This introductory section tells how to use the handbook, where to go for more career information, how employment projections are made, and where tommorrow's jobs will be. The outlook for occupations in section 2 contains 300 occupational briefs grouped into thirteen clusters of related jobs. Clusters include occupations in areas such as industrial production; office occupations; service occupations; sales; transportation; scientific and technical occupations; mechanics; health occupations; social areas; and art, design, and communication occupations. For each

specific occupation listed, information is given on the nature of the work, training requirements and other qualifications, opportunities for advancement, and expected earnings. The third section contains brief discriptions of thirty-five major industries. Major industry areas discussed are agriculture, mining and petroleum, construction, manufacturing, transportation, wholesale and retail trade, finance, service industries, and government. The fourth section provides an index of job titles by "Dictionary of Occupational Titles" code. An alphabetical index to occupations and industries found in the handbook is also included. (LRA).

ED 172 030 CE 022 100

Gudenberg, Karl A.

On Developing Community Work-Education Councils.

National Manpower Inst. Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date—77

Contract—DL-99-6-653-42-8

Note—15p

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Community Cooperation, *Community Organizations, *Educational Policy. *Labor Force Development, *Policy Formation, *Youth Employment, Community Involvement, Community Support, Guidelines, Job Skills, Labor Force, Objectives, Opinions, Program Development, Skill Development

The principal aim of community work-education councils is to make the transition between the worlds of education and work more rational through a deliberative, collaborative process of public and private interests and initiatives. A cross section of the community must work together as peers in a flexible give and take spirit. Councils should avoid exotic or macroscopic problems. Articulation of a set of specific prioritized problems is a productive way to begin. The prerequisites and steps in the development of community work-education councils includes (1) propitious community climate, (2) optimum participation and representation of community interests, (3) informal idea-swapping and bread-breaking, (4) issue discernment and enumeration, (5) forming an ad hoc working committee, (6) goodwill building, (7) goal formulation, (8) building and sustaining commitment, (9) establishing a formal work-education council, and (10) ongoing issue discernment and goal formulation. (CSS).

ED 172 031 CE 022 101

The Work-Education Consortium: An Inventory of Projects in Progress.

National Manpower Inst. Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date—78

Contract—DL-99-6-653-42-8

Note—86p

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Community Programs, *Community Resources, *Consortia, *Information Dissemination, *Occupational Information, *Skill Development, Job Placement, Program Descriptions, Work Experience Programs, Youth Employment

Identifiers—Comprehensive Employment and Training Act, Youth Employment and Demonstration Projects Act

This inventory contains summaries of current and completed activities sponsored or conducted by local collaborative councils through the Work-Education Consortium Project. The summaries are grouped into ten issue area/process categories: (1) engaging community resources for youth; (2) opportunities for work and service experience; (3) employment awareness-skills development; (4) occupational information and job placement services; (5) exposure to business, industry and labor for educators; (6) council involvement in CETA/YEDPA activities; (7) assessing the local youth transition and employment situation; (8) council goal development and priority setting; (9) awareness building and information dissemination; and (10) special interest projects. Also included is an index to council activities by community, and a list of the thirty-three work-education consortium communities. (CT).

ED 172 032 CE 022 116

Ferrini, Paul Parker, L. Allen

Career Change. A Handbook of Exemplary Programs in Business and Industrial Firms, Educational Institutions, Government Agencies, Professional Associations.

Technical Education Research Center, Cambridge, Mass

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007605051

Note—209p. ; For related documents see CE 021 875 and CE 022 161-165 ; Parts may not reproduce clearly

Pub Type—Reports—Descriptive (141). Books (010)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Adult Development, *Career Change, *Career Guidance, *Public Agencies, *Retraining, *School Business Relationship, Adult Counseling, Adult Education, Adult Programs, Business, Career Choice, Career Education, Career Opportunities, Career Planning, Case Studies, Change Strategies, College Programs, Employed Women, Employment Opportunities, Employment Services, Government Administrative Body, Industry, Job Placement, Job Search Methods, Occupational Information, Occupational Mobility, Professional Associations, Program Descriptions, Training, Vocational Followup

As a product of the Career Change Project by the Technical Education Research Centers, this book describes specific career change programs currently operated by a variety of organizations and includes other information relevant to career change. The book is divided into six major sections. The first section is an introduction which includes chapters on career change in perspective, a career change model and support services, and identification of career change programs. The second section of the book describes four career change programs in business and industry. Section 3 discusses three programs in educational institutions. Three programs for career change in government agencies are presented in section 4. The fifth section discusses two programs which are organized by professional associations. The final section of the book presents a short discussion of other career change programs throughout the United States and briefly describes two current career change research projects. (A more detailed description of the career change programs discussed in this book may be found in the project's case histories—see note.) (LRA).

ED 172 033 CE 022 161

Ferrini, Paul

Mechanisms Facilitating Career Mobility at Tektronix, Inc.

Technical Education Research Center, Cambridge, Mass

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—77

Contract--G007605051

Note—47p. ; For related documents see CE 021 875, CE 022 116, CE 022 162-165

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Career Change, *Career Guidance, *Career Planning, *Occupational Mobility, Adult Counseling, Career Choice, Career Counseling, Career Education, Career Opportunities, Case Studies, Change Strategies, Employment Opportunities, Employment Services, Job Placement, Job Search Methods, Occupational Information, Program Descriptions, Retraining, Training

Identifiers—Tektronix Inc

This case history describes the Tektronix, Inc. program of career fulfillment for its 11,000 employees. The study is divided into seven major sections. The first four sections deal with the purpose and philosophy of the program, history and company culture, organizational structure and staff, funding and resources. The fifth section presents mechanisms facilitating employee career mobility. Included in these are the following formal and informal components: (1) traditional informal career discussions with the employee's manager or equivalent; (2) pilot programs to make career counseling more formal and accessible to employees; (3) formal education and training offerings, as well as educational counseling; and (4) an expanded job posting system. The sixth section contains examples of nine career changers at Tektronix. The final section discusses future possibilities for increased employee career change options. (LRA).

ED 172 034 CE 022 162

Ferrini, Paul

The Career Change Program of the Washington State Employment Security Department.

Technical Education Research Center, Cambridge, Mass

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—77

Contract—G007605051

Note—63p. ; Not available in hard copy due to light and broken type; For related documents see CE 021 875, CE 022 116, CE 022 161, CE 022 163-165

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Change, *Career Guidance, *Career Planning, *Employment Services, *Job Placement, *Vocational Rehabilitation, Adult Counseling, Adult Education, Adult Programs, Career Choice, Career Education, Career Opportunities, Case Studies, Change Strategies, Employment Opportunities, Job Search Methods, Occupational Information, Occupational Mobility, Program Descriptions, Program Development, Retraining, State Agencies, Training, Vocational Followup

Identifiers—Washington

This case history describes the Washington State Career Change Program which is designed to respond to the career needs of unemployed residents who have been laid off or unable to continue their jobs as a result of economic, technological, or health factors beyond their control. The career change program assists these individuals in identifying new career objectives, acquiring job-seeking skills and short-term career training, and in finding viable employment in their chosen career areas. In addition to discussing the overall structure and goals of the program, this case also describes the services offered by the nine contracting agencies which implement the program across the state. There is also a delineation of the program's strengths and weaknesses which have been identified during the first two years of operation, as well as a discussion of changes which are anticipated in the future. The program is operated by the Washington Employment Security Department and is funded through the Comprehensive Employment and Training Act and state funds. (LRA).

ED 172 035 CE 022 163

Thomas, Kirk R. Parker, L. Allen

The Collaborative Educational Programs of the National Association of Bank Women: Mechanisms for Career Change.

Technical Education Research Center, Cambridge, Mass

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G007605051

Note—81p. ; Not available in hard copy due to light and broken type; For related documents see CE 021 875, CE 022 116, CE 022 161-162, CE 022 164-165

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Administrator Education, *Career Change, *Career Guidance, *Employed Women, *Retraining, *School Business Relationship, Adult Counseling, Adult Education, Adult Programs, Banking, Career Choice, Career Opportunities, Career Planning, Case Studies, Employment Opportunities, Females, Higher Education, Job Training, Occupational Mobility, Program Descriptions, Vocational Followup

Identifiers—National Association of Bank Women

This case description portrays the educational programs of the National Association of Bank Women designed to meet the special needs of women seeking advancement or career changes in the banking industry. After sketching several shorter programs, the case elaborates upon the collaborative Baccalaureate Degree Program in Management for Women, which is offered at Simmons College in Boston, Mundelein College in Illinois, and Pitzer College in California. This program combines liberal arts, management education, and special training in attitudes and skills less common for women than for men aspiring to executive positions. The program also concentrates college residential requirements in two-week, semi-annual institutes and allows bank women to obtain credits by means of transfer courses, prior work experiences, and independent study. With these credit vehicles and the cooperation of their banks, women can work full-time and still complete the degree in three years. (This case description also includes examples of students who are participating in the management degree program.) (LRA).

ED 172 036 CE 022 164

Ferrini, Paul

The Federal Aviation Administration's Second Career Program.

Technical Education Research Center, Cambridge, Mass

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—77

Contract—G007605051

Note—39p. ; For related documents see CE 021 875, CE 022 116, CE 022 161-163, CE 022 165

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Adult Counseling, *Adults, *Career Change, *Career Guidance, *Retraining, Adult Education, Adult Programs, Career Choice, Career Education, Career Opportunities, Career Planning, Case Studies, Employment Opportunities, Job Placement, Job Training, Occupational Mobility, Program Descriptions, Vocational Followup

Identifiers—Air Traffic Controllers, Federal Aviation Administration

The Federal Aviation Administration's (FAA) retraining program is for air traffic controllers who have been removed from their jobs due to either operational or medical disqualifications. The FAA's New England region second career program deals mainly with older adults who have completed their child rearing and related family responsibilities by the time they enter the program. The services provided by the second career program include vocational counseling and assessment, training, monitoring client progress, and placement services. In the New England program, primary emphasis is placed on securing on-the-job training situations for clients. According to follow-up questionnaire responses, 25% of the program graduates are currently employed. (Interviews with program participants which represent a variety of career choices and training situations are included.) (LRA).

ED 172 037 CE 022 165

Parker, L. Allen

Metropolitan State University. An Institution for Adult Development and Career Change.

Technical Education Research Center, Cambridge, Mass

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007605051

Note—137p. ; Not available in hard copy due to light print; For related documents see CE 021 875, CE 022 116, CE 022 161-164

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Adult Development, *Adult Students, *Career Change, *Career Guidance. *Independent Study, *Individualized Programs, *Student Responsibility. Adult Counseling, Career Choice, Career Development, Career Planning, Case Studies, College Credits, Experiential Learning, Higher Education, Individual Development, Internship Programs, Occupational Mobility, Program Descriptions, Retraining, School Business Relationship, Student Evaluation, Vocational Followup

Identifiers—Metropolitan State University MA

In the adult development and career change program of Metropolitan State University (Minneapolis-St. Paul), a student sets a career or personal enhancement goal and develops a plan detailing the competencies necessary to achieve that goal. The competencies and learning gained from prior experiences are then assessed and documented, while learning activities are designed to gain new competencies. Learning strategy options available to students include (1) group learning opportunities, (2) faculty-designed independent studies, (3) student-designed independent study, (4) internships, and (5) workshops. Metropolitan State University is unique in that it has no campus and only twenty-five permanent faculty members. It relies on community resources including the libraries of three dozen institu-

tions and approximately 300 part-time community faculty members with special expertise. Students design and implement their own education with the guidance of a faculty advisor assigned by the institution. For this reason, the program is especially attractive to fulltime workers seeking career change. (Included in this case history are examples of students who have graduated from the program.) (LRA).

ED 172 038 CE 022 166

Bilingual Metric Education Modules for Postsecondary and Adult Vocational Education. Core Units, I—V (English and Spanish).

Ellis Associates, Inc. College Park, Md

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—G007604318

Note—477p. ; Not available in hard copy due to reproducibility problems; For related documents see CE 021 428, CE 022 167, and CE 022 169

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Bilingual Education, *Metric System, *Vocational Education, Adult Vocational Education, Curriculum Guides, Instructional Materials, Learning Activities, Postsecondary Education, Spanish Speaking

Five instructional units on the metric system of weights and measures are provided in this document designed for use with bilingual (English and Spanish) students in postsecondary and adult vocational education programs. (This document, divided into Spanish and English versions, is designed to be used with three documents—CE 022 167, CE 022 168, and CE 022 169.) The unit titles are (1) measuring length and finding area, (2) measuring volume, (3) measuring time and finding speed and acceleration rates, (4) measuring mass and power, and (5) measuring temperature and energy. Each unit uses the common reference point approach to instruction and includes these elements: a statement of objectives, suggested activities for instructor and student, information sheets, assignment and job sheets, transparency masters, and a unit test with answer key. (JH).

ED 173 527 CE 017 008

Householder, Larry D. And Others

Performance-Based Teacher Education/Inservice Application Project, March 1, 1977 through June 30, 1978.

Upper Valley Vocational Education Planning District, Piqua, Ohio

Pub Date—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Teacher Education, *Demonstration Programs, *Inservice Teacher Education, *Vocational Education, Learning Modules, Program Descriptions, Program Development, Teacher Improvement, Teaching Skills

Identifiers—National Center for Research Vocational Educ

An exemplary project was conducted at a joint vocational school to test the adaptability of the performance-based teacher education (PBTE) materials developed by the National Center for Research in Vocational Education to inservice applications for vocational education teachers at the secondary and adult levels. The activities of the project were guided primarily by a twelve-member steering committee consisting of teachers and supervisors. The project was initiated through a pre-implementation assessment of the teaching faculty's competence in selected areas as well as a series of orientation seminars for personnel involved in the project. Implementation included two phases. During phase I, implementation strategies were developed and refined based upon formative evaluation. Phase II of the project involved continuous improvement and refinement of the program over an entire academic year. Upon completion of phase II, a post-implementation assessment was conducted. Results of the pre/post-implementation assessments indicated that in general the teaching faculty improved in each competency area measured by the self-assessment instruments. (The appendices include instruments for assessment of teacher competencies, a teacher's guide to using PBTE materials, PBTE project teacher evaluation forms, and the results of teacher self-assessment and supervisor assessment of competencies.) (JH).

ED 173 528 CE 017 661

Career Education Curriculum Guide.

Indiana State Board of Vocational and Technical Education, Indianapolis

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date—73

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF02/PC22 Plus Postage

Descriptors—*Career Awareness, *Career Education, *Career Exploration, *Career Planning, *Learning Activities, *Resource Materials, Curriculum Guides, Educational Objectives, Elementary Secondary Education

Identifiers—Indiana

This career education curriculum guide contains an illustration of Indiana's state model for career education, a glossary of important terms, and four unit guides organized by grade level. A brief introduction to each guide emphasizes the overall objective for that grade level (K-5, career awareness; 6-8, career exploration; 9-10, career investigation; and 11-12, career preparation). Each guide contains learning objectives, learning experiences, and materials/resources organized by curriculum-subject area. A major portion of this document contains appended materials, including suggested activities; books and pamphlets; bulletin board suggestions; career club information; commercial materials; films and filmstrips; games; inexpensive sources of career information; and test information. (BM).

ED 173 529 CE 018 928

Textiles & Clothing. Home Economics for Oregon Schools.

Oregon State Dept. of Education, Salem

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Clothing, *Home Economics, *Textiles Instruction, Curriculum Guides, Decision Making, Educational Objectives, Learning Activities, Secondary Education

Identifiers—Goal Based Planning, Oregon

This curriculum guide on textiles and clothing is one of a set of five Oregon goal-based home economics curriculum guides. Provided in this guide are the following: one suggested district goal (students will be able to make textile and clothing decisions which meet individual and family needs); four suggested program goals (e. g. the student will know how to acquire and care for apparel and textile products in a manner which meets personal needs); fifty-two course goals (e. g. the student will be able to identify the advantages and disadvantages of various ways of acquiring clothing); and over 300 suggested learning experiences (e. g. choose an item of clothing you really want, then assume that you have $10 to spend for it, $20 to spend, $50 to spend for it; decide how you would acquire the item in each case, and share decisions as a class and explain reasons for making them). Also included in this document are suggestions for guide use, a description of goal-based planning for home economics, and a numbered list of resources (books and articles for students and teachers, pamphlets, kits and games, magazines, tapes and slides, films and filmstrips) keyed to the learning experiences. (JH).

ED 173 533 CE 019 603

Tindall, Lloyd W. Gugerty, John J.

Least Restrictive Alternative for Handicapped Students. Information Series No. 143.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—45p. ; For related documents see CE 019 604-618

Pub Type—Reports—Research/Technical (143). Collected Works—Serials (022)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Delivery Systems, *Educational Programs, *Handicapped Students, *Mainstreaming, *Vocational Education, Curriculum, Educational Philosophy, Educational Planning, Educational Research, Failure, Instructional Materials, Models, Program Development, Success, Teacher Education, Teaching Methods

One of a series of sixteen knowledge transformation papers, this paper examines the concept of the least restrictive alternative for handicapped students as it applies to vocational education and provides representative models of service delivery systems. First, the origin of the least restrictive environment concept is traced, including the philosophy behind it, the role of the courts and legislation, and the influences of research, and of the search for racial equality. Next, vocational programs and materials are summarized that have attempted to provide least restrictive alternatives for the handicapped. Included are descriptions of the current research literature; textbooks and handbooks; professional development programs; workshops; the role of the paraprofessional; competency-based programs; models for delivery of services; techniques for teaching the trainable mentally retarded; work experience programs; two projects, one in Minnesota and one in Wisconsin; barriers to the successful completion of vocational programs by the handicapped; and the right of the handicapped to employment. Based on the author's experience, three areas are identified as basic to developing least restrictive vocational services: (1) preservice and inservice training; (2) development of a prescription foundation; and (3) teacher preparation for work with handicapped students. Recommendations are offered in the areas of planning, staff development, curriculum, and instructional materials. An extensive list of references is provided at the end. (ELG).

ED 173 534 CE 019 604

McKinney, Lorella A. Seay, Donna M.
Development of Individualized Education Programs (IEPs) for the Handicapped in Vocational Education. Information Series No. 144.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—79
Contract—300-78-0032
Note—66p. ; For related documents see CE 019 603-618
Pub Type—Reports—Research/Technical (143). Collected Works—Serials (022)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Handicapped Students, *Individualized Programs, *Program Development, *Vocational Education, Educational Change, Educational Problems, Educational Research, Elementary Secondary Education, Federal Legislation, Individualized Instruction, Individual Needs, Information Dissemination, Postsecondary Education, Teacher Education

One of a series of sixteen knowledge transformation papers, this paper examines the problems, issues, and needs of vocational educators as they develop and implement individualized education programs (IEPs) for handicapped children. First, a general discussion of an IEP gives its five components (present level of educational performance, annual goals, educational services, initiation date and duration of such services, and evaluation criteria and procedures), guidelines for identification/diagnosis of individual needs, use of observation and testing, and its assessment of psychomotor, cognitive, and affective skills. Steps are listed for vocational educators to follow in IEP preparation as well as specifications for its implementation. Then, critical issues and problems are identified, such as lack of teacher preparation, insufficient funding, and nonsupportive attitudes. Areas requiring change to accommodate IEP in the vocational education delivery system are delineated, including flexible student scheduling, release time for teachers, and preservice and inservice teacher education. Various research and development projects related to IEP are described. To eliminate duplication and problems, it is recommended that information on both effective and ineffective development and implementation be disseminated. At the end, guidelines are provided for the successful development of an IEP by vocational educators. The three appendixes contain samples of an individualized education plan and chart and IEP forms. (ELG).

ED 173 535 CE 019 605

Lennon, Thelma C.
Guidance Needs of Special Populations. Information Series No. 145.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—79
Contract—300-78-0032
Note—34p. ; For related documents see CE 019 603-618
Pub Type - Reports—Research/Technical (143). Opinions/Personal Viewpoints/Position Papers/Essays (120). Collected Works—Serials (022)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Disadvantaged Youth, *Handicapped Students, *Minority Groups, *School Counseling, *Student Needs, Career Counseling, Career Development, Communication Skills, Counselor Attitudes, Counselor Training, Cultural Differences, Federal Legislation, Guidance Objectives, Learning Problems, Mainstreaming, Needs Assessment, Opinions, Student Attitudes

More effective guidance programs are imperative if disadvantaged, handicapped, and minority students are to realize their personal and career potential in this country. Presently these students are inhibited in their vocational development by cultural differences, values, language differences, limited academic achievement, and vocational motivation. Counselors can take various steps to help their special population clients overcome these problems. Three methods of alternative counseling have been developed which stress an understanding of the students' cultural differences; (1) systemic counseling for the culturally different; (2) transcendent counseling which tries to persuade the disadvantaged to alter their life style; and (3) stylistic counseling which takes into account the cultural-historical dimension. Recognizing the strengths of special populations can help counselors integrate these groups into the educational system and ultimately the work force. It is also necessary for educators to examine their own attitudes and behavior so that they do not allow themselves to limit the educational and vocational opportunities for all students. Specific recommendations are made for meeting the guidance needs of special population students, including the following: familiarization with relevant legislation; special program design; use of community resources; evaluation of vocational guidance programs; professional training for counselors within a multi-cultural context; and job placement and followup. (ELG).

ED 173 536 CE 019 606

Kowle, Carol P. Comp
Job Placement and Adjustment of the Handicapped: An Annotated Bibliography. Information Series No. 146.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—79
Contract—300-78-0032
Note—29p. ; For related documents see CE 019 603-618
Pub Type—Reference Materials—Bibliographies (131). Collected Works—Serials (022)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Disabilities, *Educational Research, *Job Placement, *Publications, **Vocational Adjustment, *Vocational Education, Annotated Bibliographies, Employer Employee Relationship, Job Satisfaction, Job Skills, Program Development, Vocational Followup, Work Attitudes

One in a series of sixteen knowledge transformation papers, this annotated bibliography covers journal articles and documents published between 1966 and 1978 on the topics of job placement and adjustment of the handicapped. Fourteen journal articles and thiry-two documents are presented in annotations ranging from approximately fifty words for the articles to two hundered words for the documents. The types of documents include final project reports, papers presented at meetings, workshop and institute proceedings, annotated resource guides, followup studies, and annotated bibliographies. Full citations are provided for both articles and documents to facilitate their access by special educators and vocational educators. Since the bibliography

was generated through computer searches of the ERIC database, ERIC document numbers are given as well as information on ordering reproductions from ERIC. (ELG).

ED 173 537 CE 019 607

Steiger, JoAnn M. Schlesinger, Sue H.

Fostering Sex Fairness in Vocational Education: Strategies for Administrators. Information Series No. 147.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—31p. ; For related documents see CE 019 603-618

Pub Type—Reports—Research/Technical (143). Guides/Methods/Techniques—Non-Classroom Use (055). Collected Works—Serials (022)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Educational Administration, *Educational Strategies, *Nondiscriminatory Education, *Sex Discrimination, *Vocational Education, Career Counseling, Career Education, Cooperative Programs, Displaced Homemakers, Educational Change, Employment Opportunities, Equal Education, Federal Legislation, Guidelines, Inservice Education, Sex Fairness, Sex Stereotypes

One of a series of sixteen knowledge transformation papers, this paper gives an overview of sex equity issues and suggests alternative strategies for administrators in vocational education to use in reducing sex segregation and fostering sex fairness. In the first section the nature of the problem is discussed; occupational sex stereotyping and segregation are recognized as major factors. Next, the relevant federal laws are summarized, including Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, Equal Pay Act of 1963, Title II of the Education Amendments of 1976, and Executive Order 11246 (1965). The third section deals with a variety of strategies aimed at different aspects of the problem. For students, three areas are identified as targets: (1) recruitment measures to increase nontraditional enrollment, emphasizing career education programs, prevocational programs, and introductory vocational classes; (2) guidance and counseling to improve the retention rate of nontraditional students; and (3) placement programs to overcome occupational sex bias focusing on cooperative education programs. Sex stereotyping is also recognized as affecting special population students (displaced homemakers, minorities, the handicapped, and the disadvantaged), and strategies for change are offered in each case. On the staff level, two types of activities are discussed: inservice training and affirmative action programs. Additional communication efforts are recommended at the community and parent levels. (ELG).

ED 173 538 CE 019 608

Verheyden-Hilliard, Mary Ellen

Professional Development Programs for Sex Equity in Vocational Education. Information Series No. 148.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—28p. ; For related documents see CE 019 603-618

Pub Type—Information analyses/State-of-the-Art Material (070). Collected Works—Serials (022)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Career Counseling, *Professional Education, *Sex Discrimination, *Vocational Education, Coordinators, Counselor Attitudes, Counselor Training, Educational Planning, Employed Women, Federal Legislation, Program Development, Sex Stereotypes, State of the Art Reviews, State Programs, Statewide Planning

Identifiers—Sex Equity Personnel

One of a series of sixteen knowledge transformation papers, this paper reviews that state-of-the-art of professional development as it relates to sex equity in vocational education. First, the problem of sex discrimination is presented with statistics showing the number of women currently working and the number who are heads of their households. Next, the extent of bias among counselors and teachers is discussed since various studies have shown that most counselors have conservative attitudes towards the idea of the working mother and are not informed about the roles of women in the work force; that schools generally use biased guidance materials; and that most women pursuing nontraditional vocational education are faced with problems such as harassment that teachers do not know how to control. Methods for implementing change among vocational education teachers, counselors, and administrators are summarized for both preservice and inservice. Also covered are suggestions for helping students overcome sex stereotyping in their occupational choices. At the end, the results of a survey of sex equity coordinators are given. Based on the responses of coordinators in twenty-one states, it is concluded that the focus of the coordinators' efforts in professional training varies from state to state and that planning for the training is as important as the training itself. (ELG).

ED 173 539 CE 019 609

Harmon, Lenore W.

The Guidance Needs of Women. Information Series No. 149.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—22p. ; For related documents see CE 019 603-618

Pub Type—Reports—Research/Technical (143). Opinions/Personal Viewpoints/Position Papers/Essays (120). Collected Works—Serials (022)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Career Choice, *Career Counseling, *Career Guidance, *Females, *Needs Assessment, *Sex Discrimination, Career Development, Cognitive Development, Counseling Objectives, Employment Opportunities, Employment Problems, Opinions, Self Concept, Sex Role, Sex Stereotypes

Both internal and external barriers prevent women from utilizing equal opportunity. Counselors, teachers, administrators, and researchers must understand the guidance needs of women so that they can help them overcome these barriers. Career and cognitive development theories require individuals to pass through several stages, and according to Maslow's theory, all individuals are subject to the same hierarchy of needs. When counselors are aware of these stages and needs, they can help their female clients first by assessing the status of their development, and then by helping them develop their vocational self-concept. After achieving this goal, counselors can then assess their clients' interests, values, and skills and develop individualized plans for them. The most subtle problem that counselors face is how to present the real barriers that exist in the world of work and in the wife/mother role without discouraging female clients from trying new job roles. Specific recommendations to aid counselors, teachers, administrators, and researchers in comprehending and meeting the guidance needs of women include (1) being aware of the facts of female employment, of the special skill needs of women and of their need for reinforcement; (2) challenging developers of counseling and curricular materials to eliminate sex stereotyping; and (3) developing support groups and programs to develop specific personal skills. (This paper is one in a series of sixteen knowledge transformation papers.) (ELG).

ED 173 540 CE 019 610

Braden, Paul V. Paul, Krishan K.

The Role of Vocational Education in the Nation's Economic Development. Information Series No. 150.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—29p. ; For related documents see CE 019 603-618

Pub Type—Reports—Research/Technical (143). Opinions/Personal

Viewpoints/Position Papers/Essays (120). Collected Works—Serials (022)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Economic Development, *Employment, *Labor Economics, *Labor Utilization, *Vocational Education, Business Cycles, Coordination, Economic Factors, Educational Cooperation, Employment Patterns, Employment Potential, Employment Programs, Federal Programs, Job Skills, Labor Force, Labor Market, Occupational Surveys, Opinions, Productivity, State Programs

Vocational education plays a significant role in the nation's economic development in terms of its capacity to make individuals more employable. It can respond to specific regional needs by producing the skilled workers for a rapidly growing industry. If, however, the industries of a region do not utilize the skills of the existing labor force, it is possible for the region to try and attract the appropriate industries, rather than retrain the workers. While vocational education alone will not result in the economic development of a state, it has been shown that programs such as CETA do increase a state's capacity for economic growth. Because of the importance of vocational education's role, an effort should be made to coordinate it with national manpower policy, and to provide closer links with private employers and labor unions. Occupational projections are critical factors in determining needs for vocational education programs, and a number of models have been developed to determine and project manpower supply and demand. Since a well-trained work force can draw industries to a region, vocational education must develop more programs like RETONE (Relating Training to Occupational Needs) which not only assess employer needs but identify employment barriers. Vocational education, by improving training programs and by providing training to marginally productive workers, can affect the productivity level of the work force. (ELG).

ED 173 541 CE 019 611

Stevens, David W.

The Coordination of Vocational Education Programs with CETA. Information Series No. 151.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—36p.; For related documents see CE 019 603-618

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Reports—Research/Technical (143). Collected Works—Serials (022)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Coordination, *Educational Cooperation, *Employment Programs, *Federal Programs, *Vocational Education, Educational Finance, Educational Objectives, Educational Research, Federal Aid, Federal Legislation, Needs Assessment, Opinions, Program Development, Research Needs, Youth Programs

Identifiers—Comprehensive Employment and Training Act, Youth Employment and Demonstration Programs Act

One of a series of sixteen knowledge transformation papers, this paper combines a glimpse at historical origins of the relationship between vocational education and employment training programs with an examination of current vocational education-CETA (Comprehensive Employment and Training Act) relationships. While research and development are recommended to improve the understanding of these relationships, emphasis is also given to the idea that cooperative efforts provide a means to improve individual well-being through enhanced labor market opportunity. Besides citing major research and legislation affecting vocational education and federal involvement in employment and training, comparisons are drawn between vocational education and CETA in the following areas: allocation of federal funds, target groups, delivery systems, and interaction. Then, the eight titles of the CETA Amendments of 1978 are summarized. Next, examples are given of recent institutional change produced by YEDPA (Youth Employment Demonstration Programs Act). After describing these present organizational possibilities, their translation into probability statements is considered. Also included is a recommended research agenda for determining organizational objectives and who can be helped, under what circumstances, and at what cost. The appendixes show the evolution of the CETA titles, the allocation of CETA funds, and formulas for their allocation. (ELG).

ED 173 542 CE 019 612

Kowle, Carol P.

New and Retrofitted Facilities for Energy Conservation. Information Series No. 152.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—19p.; For related documents see CE 019 603-618

Pub Type—Reports—Research/Technical (143). Information analyses/State-of-the-Art Materials (070). Collected Works—Serials (022)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Building Innovation, *Climate Control, *Educational Facilities, *Energy Conservation, *Facility Improvement, *Solar Radiation, Building Design, Construction Costs, Construction Management, Controlled Environment, Cost Effectiveness, Facility Planning, Facility Requirements, Federal Legislation, Life Cycle Costing, State of the Art Reviews

One of a series of sixteen knowledge transformation papers, this paper presents an overview of considerations and methods for accomplishing energy conservation in the schools. First, the National Energy Act of 1978 is outlined with special attention to the school and hospital energy conservation grant program. In the next section on energy management, various programs underway throughout the country are described. An energy audit is recognized as an important part of such management, while life-cycle costing is mentioned as gaining acceptance by administrators. Then, various innovative means of conserving energy are discussed, such as subsurface building design, location consolidation, and heat recovery and storage systems. The major innovation, however, is found to be solar energy, on which much research is being conducted to determine the cost benefits of construction and retrofitting. It is emphasized that for any innovation to be truly effective, consideration must be given to the interaction between people and the environment so that the users' needs are met without discomfort. A brief summary is given of a national energy conference for schools that was held in Washington, D.C. in January, 1979. At the end is an annotated list of resources for the use of school administrators and educational facility planners. (ELG).

ED 173 543 CE 019 613

Bregman, Ralph

A Model for Planning Vocational Education at the Local Level. Information Series No. 153.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—36p.; For related documents see CE 019 603-618

Pub Type—Reports—Descriptive (141). Collected Works—Serials (022)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Citizen Participation, *Community Involvement, *Educational Planning, *Program Development, *School Community Relationship, *Vocational Education, Advisory Committees, Community Cooperation, Community Organizations, Failure, Models, Needs Assessment, Program Descriptions, Program Evaluation, Success

Identifiers—Data Needs

One of a series of sixteen knowledge transformation papers, this paper presents an educational planning model which incorporates citizen involvement at the local level and provides a more responsive and efficient vocational education system. In the first section techniques are discussed for encouraging community participation, such as general advisory committees, craft committees, joint apprenticeship

committees, public meetings, official hearings, and interaction. Then a comprehensive, generalized model is given for educational planning, stressing the following areas: (1) the relationship of participation to the success of the planning; (2) plotting of alternative strategies; and (3) planning outcomes by producing a number of Human/Technical Resources Impact Packages. The actual model is described as providing an overview of activities, changes occurring from decisions, and costs. Three basic phases are identified for a systems approach to planning: analysis of needs, situations, and trends; design; and implementation and evaluation. The last section applies the model to vocational education. Data needs are discussed for the following areas of vocational education: basic information, programs of instruction, student counseling, instruction, and educational accountability (evaluation). Also outlined are reasons why state and local agencies may have failed to plan adequately in the past. The four appendixes present examples of citizen participation in California, Florida, Illinois, and New Jersey. (ELG).

ED 173 544 CE 019 614

Ahmann, J. Stanley

Needs Assessment for Program Planning in Vocational Education. Information Series No. 154.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—41p. ; For related documents see CE 019 603-618

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Collected Works—Serials (022)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Educational Assessment, *Educational Needs, *Educational Planning, *Needs Assessment, *Vocational Education, Educational Problems, Evaluation Methods, Guidelines, Models, National Surveys, Program Development, State Surveys

Intended to assist practitioners in vocational education in improving program planning and evaluation, this paper provides an overview of needs assessment, which is a method of acquiring evaluative data required by the Vocational Education Amendments of 1978 (P. L. 94-482). The first two sections discuss various definitions of educational needs currently used and the six types of needs assessment methods commonly applied: self-perceived needs discrepancy analysis, interactive needs assessment, objective discrepancy analysis, subjective needs assessment, objective needs assessment, and subjective discrepancy analysis. The last two of these types are further illustrated in the third section as their use in national, state, and local studies is described. (The national study was conducted in large cities, while the other studies were made in Iowa, Tennessee, Florida, and Minnesota.) Then, the state of the art of needs assessment in vocational education is examined. The last section delineates significant issues and problems, including (1) the definition of the term "need"; (2) performance and treatment needs; (3) levels of intensity of educational needs; (4) the combination of hard and soft data; and (5) continuous needs assessment. The appendix contains a list of suggested readings. (This paper is one of a series of sixteen knowledge transformation papers.) (ELG).

ED 173 545 CE 019 615

Pucel, David J.

Longitudinal Methods as Tools for Evaluating Vocational Education. Information Series No. 155.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—25p. ; For related documents see CE 019 603-618

Pub Type—Reports—Research/Technical (143). Collected Works—Serials (022)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Data Collection, *Evaluation Methods, *Longitudinal Studies, *Research Methodology, *Vocational Education, Cross Sectional Studies, Data, Definitions, Literature Reviews, Research Design, Research Problems

One of a series of sixteen knowledge transformation papers, this paper examines the advantages and disadvantages of longitudinal studies as a method for evaluating vocational programs. First, longitudinal methods are defined for the differences between them and cross-sectional studies are established. The results of a literature search conducted on the ERIC database are provided, showing that eighteen studies relevant to vocational education used longitudinal methods. Then, the importance of longitudinal data is emphasized because of its role in studying the relationships between vocational program practices and student development. In the next section, ways to implement longitudinal studies are discussed. The data requirements are found to include input information on biography and enrollment; process data, such as student progress and program characteristics; and output information on termination, initial placement, and follow-up. The conclusion acknowledges the problems associated with such studies to be the complicated process of data collection, the length of time involved, and the lack of prototypes for vocational educators to follow. References are cited at the end. (ELG).

ED 173 546 CE 019 616

Lee, Arthur M.

Use of Evaluative Data by Vocational Educators. Information Series No. 156.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—25p. ; For related documents see CE 019 603-618

Pub Type—Reports—Research/Technical (143). Guides/Methods/Techniques—Non-Classroom Use (055). Collected Works—Serials (022)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Evaluation, *Evaluation Needs, *Information Sources, *Information Utilization, *Use Studies, *Vocational Education, Data Bases, Data Collection, Guidelines, Information Needs, Management Information Systems, National Programs, Research Problems, State Programs, Statewide Planning, Validity

One of a series of sixteen knowledge transformation papers, this paper deals with the nature and extent of use of evaluative data by administrators in vocational education. First, the following conditions which govern the use of the data are described: availability, reliability, credibility, utility, and consistency. Since the legitimacy of most actions supported by evaluative data is obvious, it is not discussed, but one less well recognized use, public relations, is acknowledged. Also explained is the role of evaluative data in state planning. While it is difficult to determine the actual extent to which vocational educators use evaluative data, it is stated that sources do exist for this type of information, such as systematic analyses of state plans and surveys of state planners and administrators. Other evidence of the data's use is found in the possibility to derive by inference. Research is reported as currently underway on both the use and effectiveness of evaluative data. The state and local management information systems are described since they are the most extensively used data bases. Other potential sources are mentioned on the state and national level, particularly the new national Vocational Education Data System and the National and State Occupational Information Coordinating Committees. (ELG).

ED 173 547 CE 019 617

Grasso, John T.

Impact Evaluation in Vocational Education: The State of the Art. Information Series No. 157.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—53p. ; For related documents see CE 019 603-618
Pub Type—Reports—Research/Technical (143). Collected Works—Serials (022)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Evaluation, *Evaluation Methods, *Vocational Education, Definitions, Educational Research, Failure, Federal Legislation, Followup Studies, Models, National Programs, State of the Art Reviews, State Programs, Success

One of a series of sixteen knowledge transformation papers, this paper represents a comprehensive study of the nature and types of impact evaluation available to vocational administrators, researchers, and evaluation experts. After explaining the concepts of the CIPP (context, input, process, product) model, of summative evaluation and the value of using comparison groups, of efficiency vs. effectiveness, of intrinsic vs. pay-off evaluation, and of impact evaluation vs. research, the first section concludes with a working definition of impact evaluation. The next section discusses the importance of this type of evaluation, especially in relation to federal legislation which requires data collection and reporting, planning, and evaluation to provide accountability. Next, current evaluation practices are reviewed to show their strengths and weaknesses. On-site visitation, evaluation of student competencies, and follow-up evaluation are analyzed in depth. The fourth section focuses on current developments such as evaluation models for states, a vocational education study conducted by the National Institute of Education, the role of the National Center for Research in Vocational Education, and various national surveys like the National Longitudinal Surveys. Following a prognosis for the future of impact evaluation, the paper ends with a lengthy bibliography. (ELG).

ED 173 548 CE 019 618

Hopkins, Charles O.
Data Sources for Vocational Education Evaluation. Information Series No. 158.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—79
Contract—300-78-0032
Note—36p. ; For related documents see CE 019 603-617
Pub Type—Reports—Research/Technical (143). Guides/Methods/Techniques—Non-Classroom Use (055). Collected Works—Serials (022)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Evaluation, *Evaluation Needs, *Information Needs, *Information Sources, *Vocational Education, Adult Education, Data Bases, Data Collection, Economic Factors, Elementary Secondary Education, Evaluation Methods, Guidelines, Postsecondary Education

One of a series of sixteen knowledge transformation papers, this paper reviews data sources for objective evaluation of vocational education, including the need for such information and the problems associated with its use. First, a list is given of thirty-five data elements necessary to evaluate a skill training problem at the secondary, postsecondary, or adult level. Then, the needs are further broken down according to these three levels as well as the elementary level. Other elements that exist outside the school environment are also recognized and are found to be related to the economic impact of vocational education. The data sources are divided into the following information topics: (1) labor market, (2) scholastics, (3) demography and population characteristics, (4) economic impact, (5) facilities and equipment, (6) personnel and/or staffing, and (7) program. Limitations on using data collected in these areas involve accuracy, comprehensiveness, timeliness, scope, form, compatibility, and coordination. Other problems are found to exist in data collection, such as insufficient data sources, methodological difficulties, and duplication. The use of a computerized data system is stressed. Besides the five primary statistical sources named in the conclusion, Appendix A lists major secondary sources for the national, statewide, and local levels. Appendix B shows the lack of a complete basic evaluation data in a national EPD program. (ELG).

ED 173 550 CE 019 968

Kim, Jin Eun
National Priority Training Project No. 1: Developmental Strategies and Techniques for Improving the Cost-Effectiveness of Vocational Programs. Final Report.
Indiana Univ. Bloomington. Dept. of Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Indiana State Board of Vocational and Technical Education, Indianapolis
Pub Date—78
Contract—IN-V-713-N
Note—33p. ; For related documents see CE 019 969-970
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Cost Effectiveness, *Educational Administration, *Program Effectiveness, *Program Evaluation, *Training, *Vocational Education, Accountability, National Programs, Program Administration, Program Descriptions, Program Improvement, Statewide Planning, Workshops

The project's primary purpose was to train vocational administrators in developmental strategies and analytical techniques for improving cost-effectiveness of vocational programs. Administrators would then be able to function as change agents in diffusing strategies and techniques throughout the U.S. The specific objectives were to (1) identify cost-effectiveness strategies and techniques for the improvement of vocational programs, (2) conduct a national workshop, (3) encourage participant-initiated statewide workshops as follow-up activities, and (4) develop a handbook for further training activities. To achieve the project objectives, two advisory committees were organized to provide advice and assistance in planning and implementing the project. Eleven states over the nation were selected, and three team members were invited from each of the selected states for the national workshop. The national workshop was designed to enable the participants to work on developmental strategies and analytical techniques for improving cost-effectiveness of vocational programs. Following the national workshop, participating states conducted statewide workshops with technical assistance provided by the project staff. Products of the project included a workshop report which provides follow-up activities and a handbook which includes six papers presented at the national workshop. (The project evaluation form is appended.) (Author/LRA).

ED 173 551 CE 019 969

Kim, Jin Eun
National Workshop & States' Follow-up Activities for Improving the Cost-Effectiveness of Vocational Programs. Workshop Report.
Indiana Univ. Bloomington. Dept. of Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Indiana State Board of Vocational and Technical Education, Indianapolis
Pub Date—78
Contract—IN-V-713-N
Note—99p. ; Appendix materials may not reproduce well due to small print; For related documents see CE 019 968-970
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Administrators, *Cost Effectiveness, *Educational Administration, *Program Effectiveness, *Vocational Education, *Workshops, Accountability, Program Administration, Program Descriptions, Program Evaluation, Program Improvement, Statewide Planning, Training

This report describes the national workshop program and participating states' follow-up activities which were a part of an administrators' national training program to improve vocational programs' cost effectiveness. It consists of an introduction and three additional chapters. Chapter 2 presents a summary of developmental strategies, nominal group meetings, analytical techniques, the small group workshops, and the results of the workshop evaluation. Summaries are given of three papers presented by guest speakers which focused on (1) improving program effectiveness, (2) increasing cost efficiency and (3) improving the cost-effectiveness of vocational programs. Chapter 3 reports the exemplary practices which were presented by each participating state and their statewide follow-up activities after the national workshop. Chapter 4 draws conclusions and makes some recommendations for future activities. The national workshop evaluation form is appended. (LRA).

ED 173 552 CE 019 970

Kim, Jin Eun

Developmental Strategies and Analytical Techniques for Improving the Cost-Effectiveness of Vocational Programs. Handbook.

Indiana Univ. Bloomington. Dept. of Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Indiana State Board of Vocational and Technical Education, Indianapolis

Pub Date—78

Contract—IN-V-713-N

Note—160p. ; For related documents see CE 019 968-969

Pub Type—Reports—Descriptive (141). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Administrators, *Cost Effectiveness, *Program Effectiveness, *Program Evaluation, *Program Improvement, *Vocational Education, Accountability, Educational Administration, Guides, Program Administration, Program Descriptions, Resource Allocation, Speeches, Statewide Planning, Training, Workshops

This handbook was developed to assist vocational administrators in (1) developing strategies for goal-setting and resource allocation, (2) identifying potential problems, (3) analyzing cost-effectiveness of vocational programs, and (4) improving managerial skills using information from the analysis in the decision-making process. The handbook includes six strategy papers, the procedures and results of nominal group meetings, and small group workshop activities. Strategy papers presented to the workshop include "Inside the Black Box: Process Evaluation as a Part of Cost-Effectiveness/Benefit Analysis," by Lois-ellin Datta; "Increasing the Cost Efficiency of Vocational Education," by James Pershing; "Improving the Cost-Effectiveness of Vocational Programs," by George Copa; "Determining Program Objectives and Outputs," by Roderick McKinney; "Analyzing Program Cost," by Don Pennington; and "Computing the Cost-Effectiveness Measures for Vocational Education Programs," by Jin Eun Kim. A list of program objectives and target goals and an example program cost analysis form are appended. (Author/LRA).

ED 173 553 CE 020 042

Sex-Role Stereotyping in Vocational Education: Report on the Perceptions of Michigan Educators. Expanding Vocational Education and Training Options for Women and Men in Michigan.

Western Michigan Univ. Kalamazoo. Center for Women's Services

Spons Agency—Michigan State Dept. of Education, Lansing

Pub Date—78

Contract—110-31-6151

Note—27p. ; Information in tables may not reproduce well due to small print

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Educational Opportunities, *School Personnel, *Secondary Education, * *Sex Stereotypes, *Vocational Education, Educational Environment, Equal Education, Females, Males, Research Reports, Sex Discrimination, Sex Role, Surveys, Vocational Directors, Vocational Education Teachers, Vocational Training Centers

Identifiers—Michigan

Vocational education personnel at twenty secondary high schools and vocational skill centers in Michigan were interviewed to (1) identify vocational educators' perceptions of sex-role stereotyping (SRS) in vocational education, (2) determine whether school personnel had identified effective means of reducing SRS and sex bias in vocational education programs, and (3) determine the current needs of vocational educators concerning the issue of SRS in vocational education programs and services. Perceptions generated from the interviews were compared to the nature and extent of SRS as evidenced in vocational education enrollment data, staffing/structural patterns, and curriculum materials developed for student and teacher use. All role groups identified a need for a collaborative effort among students, parents, and school staff to eliminate SRS in vocational education programs. However, for a majority of the respondents, SRS and sex bias in the schools were not perceived to be a major cause of limited vocational opportunity at the secondary level. Eight recommendations were made for systematic, long-range changes to be instituted within and outside the educational sector to bring about expanded vocational opportunity for secondary students. (The interview instrument is appended.) (LMS).

ED 173 554 CE 020 235

Mitra, Sudhansu B.

Rehabilitation Research Capacity Building: Followup Studies. Final Report. Coppin State College Rehabilitation Research Studies, Monograph No. 2.

Coppin State Coll. Baltimore, Md

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date—76

Contract—SRS-08-P-5584-3-02

Note—63p. ; Research prepared through the Department of Rehabilitation Education

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Blacks, *Disadvantaged, *Home Programs, *Mental Retardation, *Success, *Vocational Rehabilitation, Adults, Critical Incidents Method, Failure, Followup Studies, Ghettos, Institutionalized Persons, Job Placement, Job Training, Placement, Reading Ability, Reports, Research Projects, Self Care Skills, Social Adjustment, Urban Population, Vocational Followup

Identifiers—District of Columbia, Maryland, Model Cities Program, Social and Rehabilitation Service

This series of followup studies concerned mentally retarded rehabilitation clients of the Social and Rehabilitation Service research and development projects in the District of Columbia, and the Model Cities Project in Maryland. The clientele were primarily black, urban ghetto residents. The studies dealt with (1) vocational success of institutionalized retardates released for community placement; (2) vocational success of non-institutionalized retardates, successfully rehabilitated and closed for other reasons; and (3) vocational success of successfully rehabilitated retardates and non-retardates. Results indicated that a placement program which included placement homes, training, and job placement was imperative for vocational success of institutional adult retardates discharged to independent community status. These institutional dischargees also required long term post-employment services. For non-institutionalized mildly retarded clients, job training and placement according to potential were essential rehabilitation services which had sustaining effects on vocational success. For retardates the placement quality, reading ability, and absence of secondary disabilities were primary determinants of income at followup. Non-retardeds' income at "closed rehabilitation" was not indicative of their vocational success; income at the referral stage was an index of their future success. They primarily benefitted from the rehabilitation agency's restoration services; their socioeconomic status also had a bearing on their vocational success. (Author/CSS).

ED 173 555 CE 020 259

Lisack, J. P.

Vocational Training Programs and Support Services Necessary to Meet Needs of Displaced Homemakers and Other Special Groups. Final Report.

Purdue Univ. Lafayette, Ind. Office of Manpower Studies

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis

Pub Date—79

Available from—Office of Manpower Studies, Purdue University, SCC-A, West Lafayette, Indiana 47907 ($2.50, plus postage; $2.25 for ten or more)

Pub Type—Reports—Research/Technical (143)

Document Not Available from EDRS

Descriptors—*Adult Vocational Education, *Ancillary Services, *Day Care, *Needs Assessment, Career Counseling, Career Development, Displaced Homemakers, Educationally Disadvantaged, Educational Needs, Females, Males, Nontraditional Occupations, Nontraditional Students, Postsecondary Education, Reentry Workers, Secondary Education, Vocational Education, Womens Education

Identifiers—Indiana

This final report contains results of a three-part needs assessment conducted in Indiana on the following topics: (1) Support services needed to allow women to enter vocational education programs designed to prepare them for jobs traditionally limited to men; (2) day care services needed to afford students who are parents the opportunity to participate in vocational education programs; and (3) vocational education programs needed for displaced homemakers and other special groups. Chapter I presents background information and identifies the special target groups. Chapter II states the problems and objectives of the project. Chapter III states that the project was identified as a priority program by the Indiana State Board of Vocational and Technical Education. Chapter IV discusses procedures and strategies. Chapter V, on analysis, discussion, and findings, is the longest chapter of the report. Chapter VI, a review of selected related literature, contains reprints of articles and reports. Appended are examples of legislative actions in other states concerning displaced homemakers and lists of survey participants. (LMS).

ED 173 556 CE 020 294

Esposito, John C. And Others

The Profits of Failure: The Proprietary Vocational School Industry in New York State. A Report.

New York State Consumer Protection Board, Albany

Pub Date—78

Pub Type—Reports—Research/Technical (143). Opinions/Personal Viewpoints/Position Papers/Essays (120). Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Job Placement, *Program Evaluation, *Proprietary Schools, *Quality Control, *Student Financial Aid, *Vocational Education, Case Studies, Disadvantaged Youth, Enrollment, Federal Aid, Federal Regulation, Job Training, State Aid, State Standards

Identifiers—New York

This report focuses on the proprietary vocational school industry in New York State. Part 1 describes the increases in the utilization of student financial aid programs by vocational schools and the effects of this aid on school enrollment. This part also introduces the role of the New York State Education Department in the regulation of the proprietary vocational school industry. Part 2 discusses how the availability of financial aid has focused the attention of the schools on the most impoverished students because of their eligibility for maximum financial assistance awards. The job placement record of the vocational school industry in New York State is examined in part 3. Part 4 discusses the roles of the various state, federal, and private agencies in assuring quality control at vocational schools. This part also includes two case studies dealing with the ineffective public control exercised over the schools. Part 5 presents the report conclusions and recommendations including the need for enforcement and improvement of existing laws and regulations and for government coordination of funding and regulatory agencies. (JH).

ED 173 557 CE 020 299

Davidson, Jerry

Competencies Needed by Students Entering Automobile Mechanics Programs in Texas Secondary Schools with Emphasis on Achievement Expectations for the Handicapped.

Texas A and M Univ. College Station. Coll. of Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—G007702536

Note—40p. ; Report prepared in cooperation with Project ENCOUNTER

Pub Type—Reports—Research/Technical (143). Dissertations/Theses (040)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Achievement, *Ancillary Services, *Auto Mechanics, *Expectation, *Handicapped Students, *Skills, Doctoral Dissertations, Emotional Disturbances, Hearing Impairments, Learning Disabilities, Mild Mental Retardation, Physical Disabilities, Research Reports, Secondary Education, Student Problems, Visual Impairments, Vocational Education

Identifiers—Delphi Technique, Texas

A study was conducted to identify the competencies needed by students entering auto mechanics programs with emphasis on competencies which handicapped students either possess or could be expected to attain. The research was divided into two parts. First, through two rounds of questionnaires (modified Delphi Technique) mailed to a panel of twelve auto mechanics teachers in Texas, 48 of 76 competencies listed on the questionnaires were rated as those needed by students entering auto mechanics programs in secondary schools. Second, a panel of special education experts were provided with the list of 48 competencies and were asked to consider each in the light of six handicapping conditions. This information was designed to identify handicapping conditions which would usually prevent a student from possessing entry-level auto mechanics skills and to determine what special assistance could be given to handicapped students to enable them to meet the competencies. Some of the findings include the following: (1) the most needed competencies were social maturity skills; (2) special needs students already possessed most of the competencies needed for auto mechanics; (3) a classroom aide was the most commonly suggested assistance source; and (4) the competency considered most likely to remain out of reach of some of the handicapped students was the ability to drive a car. (JH).

ED 173 558 CE 020 371

Atkinson, Karla

Eliminating Sex-Role Stereotyping in Vocational Education: A National and State Perspective.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*National Surveys, *Secondary Education, *Sex Stereotypes, *State Surveys, *Vocational Education, Cultural Influences, Equal Education, Federal Legislation, Females, Males, Research Reports, Sex Discrimination, Sex Role, Social Influences, Socialization, State Legislation, Surveys

Identifiers—Michigan

This report explores sex role stereotyping and sex bias in national and state (Michigan) secondary vocational education program from several perspectives. Section I states the problem and gives the purpose of the report. Section II reviews the sources of sex role stereotyping in the legal, social, and cultural environments. Sections III and IV examine sex bias and role socialization in vocational education from a national and state perspective. Section V compares enrollment patterns in Michigan and in the nation. Section VI explores the effects of sex role stereotyping in vocational education programming on the national and state labor markets. Section VII defines the relationship of economic stability to vocational preparation. The report concludes with a series of suggested planning directives to eliminate sex role stereotyping in vocational education in Michigan. An appendix presents brief descriptions of state and federal legislation to prohibit sex discrimination. Tables of statistical data appear throughout the report. (Author/LMS).

ED 173 562 CE 021 373

Crowe, Michael R. Adams, Kay A.

The Current Status of Assessing Experiential Education Programs. Information Series No. 163.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—400-77-0044

Note—102p. ; For a related document see CE 021 374

Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio, 43210 ($6.25)

Pub Type—Reports—Research/Technical (143). Collected Works—Serials (022)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Evaluation Methods, *Experiential Learning, *Program Evaluation, *Work Experience Programs, Career Education, Cooperative Education, Disadvantaged, Educational Assessment, Educationally Disadvantaged, Educational Pro-

grams, Employment Experience, Field Experience Programs, Internship Programs, Postsecondary Education, Research Reports, Secondary Education, Vocational Education

Identifiers—Career Intern Program, Executive High School Internship Program, Experience Based Career Education, Neighborhood Youth Corps

This report is a composite of the evaluation methods and findings derived from national evaluations of experiential education programs. Section I, an overview of assessing experiential education, has two chapters: an introduction which discusses the origins and current trends of experiential education and identifies the purpose of the study; and an outline of goals, outcomes, and key features of experiential education programs. Section II takes a closer look at five experiential education programs: Experience-Based Career Education, the Career Intern Program, Executive High School Internships Program, cooperative education programs, and Neighborhood Youth Corps. Each vignette answers the following questions about the particular program: How was the program developed? Who are the participating students? What are its goals? What are its key elements? How was the evaluation done and where is it reported? What are the evaluation findings and what are the evaluation problems? Section III, which presents conclusions about assessing experiential education, discusses the synthesis of evaluation findings, problems in evaluating experiential education programs, and alternatives to current practices. A selected bibliography is appended. (LMS).

ED 173 563 CE 021 374

Crowe, Michael R. Beckman, Carol A.

Perspectives on Investigating the Consequences of Experiential Education. Information Series 164.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—400-77-0044

Note—105p. ; For a related document see CE 021 373

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($6.25)

Pub Type—Speeches, Conferences Papers (150). Collected Works—Serials (022)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Evaluation Methods, *Experiential Learning, *Program Evaluation, *Work Experience Programs, Conference Reports, Conferences, Cooperative Education, Economics, Educational Anthropology, Educational Assessment, Educational Psychology, Educational Sociology, Field Experience Programs, Postsecondary Education, Secondary Education, Vocational Education

This document contains the proceedings of a two-day symposium conducted to analyze four different perspectives (psychological, economic, anthropological, and sociological) on evaluating experiential education programs. The perspectives are represented in papers by Samuel H. Osipow, Psychology, Ohio State University; Nicholas M. Kiefer, Economics, University of Chicago; Sheila S. Walker, Anthropology, University of California; and Frank J. Weed and Charles E. Ramsey, Sociology, University of Texas. The keynote address, by Richard Graham of Youthwork, Inc. is followed by a section for each perspective. Each section begins with the major presentation and includes a summary of the commentary by participants on the advantages and limitations of the particular perspective in evaluating experiential education programs. Following the commentary is a summary of the perspective by an individual who represents that perspective and is an experiential education practitioner. The last section offers reflections on the symposium by Thomas R. Owens, Northwest Regional Educational Laboratory; and Dan Conrad, University of Minnesota. The symposium agenda, a list of participants, and biographical sketches of the authors are appended. (LMS).

ED 173 564 CE 021 375

Casey, Florence M. Ed

Work Attitudes and Work Experience: The Impact of Attitudes on Behavior. R & D Monograph 60.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—79

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 029-000-00336-0)

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Job Satisfaction, *Success, *Vocational Adjustment, *Work Attitudes, *Work Experience, Behavior Patterns, Black Attitudes, Blacks, Employed Women, Employee Attitudes, Employment Patterns, Females, Labor Turnover, Males, Motivation, National Surveys, Research Reports, Trend Analysis, Whites

Identifiers—National Longitudinal Study High School Class 1972

Using data from the fifteen-year National Longitudinal Study (NLS), a special study examined the interaction of work-related attitudes and subsequent behavior for eight age-sex-race groups. It was found that attitudes do influence subsequent work behavior. Specifically, it was established that individuals who felt they could influence their future through their own efforts later experienced greater success in the labor market than those who were less optimistic. Similarly, the relationship between job dissatisfaction and turnover was clearly marked. The evidence also indicated that dissatisfaction results in extensive costs to workers in terms of increased unemployment, decreased labor force participation, below-average growth in annual earnings, and a lower rate of promotion. For women in particular, their degree of commitment to work, their attitudes toward the propriety of mothers' working, and their husbands' attitudes toward wives' labor force participation all bore a measureable relationship to subsequent work experiences. The findings pointed to the potential significance of instilling "success-prone" attitudes in youth as they proceed from school to their initial work experiences. (Tables of statistical data are appended.) (Author/LMS).

ED 173 570 CE 021 548

Halasz-Salster, Ida And Others

Status of Career and Education Information Services for Ohio Citizens. Part I: Report to the Ohio Board of Regents.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Ohio Board of Regents, Columbus

Pub Date—79

Pub Type—Reports—Research/Technical (143). Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Adults, *Counseling Services, *Information Centers, *Program Descriptions, *State Surveys, Federal Legislation, Guidance Centers, Guidance Programs, Information Services, Information Systems, Needs Assessment, Participant Characteristics, Program Improvement, Research Reports, State of the Art Reviews, Statewide Planning

Identifiers—Education Information Centers, Ohio

A statewide study was conducted to assess the extent of services offered by Education Information Centers (EICs) in Ohio. The following four objectives guided the project activities: (1) to catalog, describe and analyze current statewide resources and services for providing educational information, guidance, counseling, and referral services to all individuals in Ohio; (2) to assess, through surveys and site visits, statewide needs for educational information, guidance, counseling and referral services of a representative sample of all individuals in Ohio; (3) to study the feasibility and requirements of a statewide educational information system, including relationships between providers and integration for system components; and (4) to suggest alternative models for delivering statewide educational information with regard to the factors of multiple sources and providers, diverse consumer needs and limited resources. (The final report of this study is presented in five parts. This document, Part I, includes an overview of the purpose of the study, the legislation authorizing EICs, and the rationale for using Standard Metropolitan Statistical Areas a. the basis for analysis. This document also reviews pertinent literature which supports and examines various aspects of the study, including the typical populations served and techniques used by other states for providing educational/career information and counseling. However, the main purpose of Part I is to describe the procedures and

outcomes of the study.) (BM).

ED 173 571 CE 021 549

Halasz-Salster, Ida And Others

Planning for Career and Education Information Services for Ohio Citizens. Part II: Report to the Ohio Board of Regents.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Ohio Board of Regents, Columbus

Pub Date—79

Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Adults, *Counseling Services, *Information Centers, *Program Improvement, *Statewide Planning, Federal Legislation, Guidance Centers, Guidance Programs, Information Services, Information Systems, Models, Needs Assessment, Program Descriptions, State Surveys

Identifiers—Education Information Centers, Ohio

A statewide study was conducted to assess the extent of services offered by Education Information Centers (EICs) in Ohio. The following four objectives guided the project activities: (1) to catalog, describe and analyze current statewide resources and services for providing educational information, guidance, counseling and referral services to all individuals in Ohio; (2) to assess, through surveys and site visits, statewide needs for educational information, guidance, counseling and referral services of a representative sample of all individuals in Ohio; (3) to study the feasibility and requirements of a statewide educational information system, including relationships between providers and integration for system components; and (4) to suggest alternative models for delivering statewide educational information with regard to the factors of multiple sources and providers, diverse consumer needs, and limited resources. (The final report of this study is presented in five parts. This document, Part II, provides answers to the third and fourth objectives, supplemented with maps and other appendices contained in Part III. Part II presents a feasible model, or models, based upon the current status of EICs, the realities of securing adequate funding, and the inherent difficulties in organizing statewide educational information/career counseling services.) (BM).

ED 173 572 CE 021 552

Halasz-Salster, Ida And Others

Synopsis of Career and Education Information Services for Ohio Citizens Report. Part V: Report to the Ohio Board of Regents.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Ohio Board of Regents, Columbus

Pub Date—79

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Adults, *Counseling Services, *Information Centers, *Program Descriptions, *State Surveys, Federal Legislation, Guidance Centers, Guidance Programs, Information Services, Information Systems, Needs Assessment, Participant Characteristics, Program Improvement, Statewide Planning

Identifiers—Education Information Centers, Ohio

A statewide study was conducted to assess the extent of services offered by Education Information Centers (EICs) in Ohio. The following four objectives guided the project activities: (1) to catalog, describe and analyze current statewide resources and services for providing educational information, guidance, counseling and referral services to all individuals in Ohio; (2) to assess, through surveys and site visits, statewide needs for educational information system, including relationships between providers and integration for system components; and (4) to suggest alternative models for delivering statewide educational information with regard to the factors of multiple sources and providers, diverse consumer needs, and limited resources. (The final report of this study is presented in five parts. This document, Part V, summarizes the background, important findings, conclusions, and recommendations of the study. In general Part V concludes that the organizations included in the survey offer a wide range of services and information with resources. (The varied degrees of comprehensiveness to a somewhat narrow population range in Ohio.) (BM).

ED 173 573 CE 021 567

Riley, Pamela J. Powers, Patricia

The Influence of Occupational Toys on Career Aspirations. Final Progress Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program

Pub Date—77

Contract—G007605075

Note—149p

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Career Choice, *Childhood Attitudes, *Childrens Games, *Occupational Aspiration, *Toys, Educational Experiments, Educational Games, Elementary Education, Elementary School Students, Females, Grade 4, Kindergarten Children, Males, Sex Role, Sex Stereotypes

Identifiers—Utah

A study was made of the impact of nonsexist toys and games on the occupational aspirations and attitudes of kindergarten and fourth-grade children. It was hypothesized that children who play with toys and games that suggest 'non-sex-biased' career options would be less likely to hold to traditional occupational expectations. Children in twenty-three classrooms were exposed to the toys and games for four months. After this exposure, children in these classes were compared with children in eighteen control classrooms. Analysis of the kindergarten data indicated that the effects of region (urban or rural) and group (experimental or control) on the occupational choices were relatively slight. However, the sex differences were highly significant. When asked to draw a picture of what they could be when they grew up, boys selected male sex-typed occupations and girls selected female sex-typed occupations. As with the kindergarten children, but to a lesser extent, fourth-grade males and females seemed to be well aware of sex role expectations. While the data suggested that the toys and games had only a limited impact, various factors may have influenced the impact of the toys, and competing forms of sex-role socialization. (Appended are references, a list of the toys used, questionnaires, and other materials developed for the experiement.) (LMS).

ED 173 576 CE 021 581

Gray, Burl B. And Others

Comparing Military and Civilian Skill Training: Instruction and Program Evaluation. Final Report, October 1—December 31, 1976.

Human Resources Research Organization, Alexandria, Va

Spons Agency—Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Report No.—HumPRO-FR-WD-CA-76-20

Pub Date—76

Contract—MDA-903-77-C-0028

Note—64p

Pub Type—Reports—Research/Technical (143). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Job Training, *Military Training, *Program Evaluation, *Student Evaluation, *Teacher Evaluation, *Trade and Industrial Education, Comparative Analysis, Industrial Training, Job Skills, Management Systems, Performance Criteria, Program Costs, Questionnaires, Research Reports, Skill Development, Technical Education

Identifiers—Department of Defense

A questionnaire study was conducted to gather in-depth comparative data on job training practices in the Department of Defense (DOD), commercial business/institutions/industries (B/I/I), and proprietary trade/technical schools (T/TS). Detailed questionnaires requesting information on the management, conduct, and costs of twelve high-priority job training courses having military and civilian counterparts, were sent to the training managers/directors of thirty-three T/TS, twenty-nine B/I/I, and twenty DOD schools. Of a total of 134 questionnaires mailed, 84 were returned; 41 with usable data (24 from DOD and 17 from T/TS). All B/I/I reporting indicated that they no longer train in the course selected for study. Simple means and percentages comparing DOD and T/TS courses were calculated on the data provided in the 41 questionnaires. Based upon the findings detailed in this report, it was concluded that (1) job training, as conducted in DOD schools, is more job-performance oriented, and

evaluation is more objective; (2) student/instructor ratios are similar; and (3) considering that the average DOD course employs approximately four times as many instructors to graduate eleven times as many graduates, DOD school productivity exceeds that of T/TS. (The questionnaire is appended.) (Author/CSS).

ED 173 577 CE 021 603

Moorman, Jerry, Comp

Vocational Education for the Handicapped: (A Selected Resource Guide).

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College. Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC11 Plus Postage

Descriptors—*Agencies, *Handicapped Students, *Information Sources, *Instructional Materials, *Vocational Education, Business Education, Distributive Education, Home Economics Education, Office Occupations Education, Resource Materials, Trade and Industrial Education

Designed for vocational educators of handicapped students, this resource guide provides a selected list of curriculum materials information about the handicapped, and agencies offering services. The guide is organized into the following areas: business and office, distributive education, general information about the handicapped, home economics, trade and idustry, films, and national assistance agencies. Information about the materials generally includes the title and author, handicapped group for which it was designed, cost, publisher and date, brief description of contents, and ordering information. The information about each agency includes address, telephone number, and a brief description of its function. (JH).

ED 173 578 CE 021 609

Basic Machines. Navy Training Course.

Bureau of Naval Personnel, Washington, D.C.

Report No.—NAVPERS-10624-A

Pub Date—65

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Basic Skills, *Equipment, *Mechanics Physics, *Military Training, *Skill Development, Fluid Mechanics, Force, Fundamental Concepts, Hydraulics, Postsecondary Education, Power Technology, Pressure, Technical Education

Identifiers—Block and Tackle, Gears, Inclined Plane and Wedge, Levers, Machines, Navy, Screws, United States, Wheel and Axle

This document is a reference for the enlisted men in the Navy whose duties require knowledge of the fundamentals of machinery. Beginning with the simplest of machines—the lever—the book proceeds with the discussion of block and tackle, wheel and axle, inclined plane, screw and gears. It explains the concepts of work and power, and differentiates between the terms 'force' and 'pressure'. The fundamentals of hydrostatic and hydraulic mechanisms are discussed in detail. The final chapters include several examples of the combination of simple mechanisms to make complex machines. The text is illustrated throughout. (CSS).

ED 173 580 CE 021 645

Koble, Daniel E. Jr. And Others

Public Relations Handbook for Vocational Education in Large Cities.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C. Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—78

Contract—OH-V-705-N

Note—66p

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Program Development, *Public Relations, *School Community Relationship, *Urban Areas, *Vocational Education, * Audiences, Definitions, Guides, Needs Assessment, News Media, Organizational Communication, Program Effectiveness, Publicize, Television

Intended for use by urban vocational staff members who face public relations problems and need to facilitate the outreach process in their cities, this handbook contains guidelines for organizing the public. First, Sanford's definition of public relations is outlined, followed by an explanation of why vocational education needs public relations. The next chapter emphasizes the importance of planning in developing and implementing an effective public relations program. Eight steps are identified in the planning process: (1) establishing the position of public relations coordinator; (2) identifying the audiences both internal and external; (3) assessing audience needs; (4) establishing goals and objectives for the public program; (5) designing program strategies and techniques; (6) scheduling the program; (7) implementing the program; and (8) evaluating the program. The second step, identifying target audiences, is dealt with in more depth in the next section. In the discussion of external audiences, the following sectors are singled out: business, industry, and labor; parents; and political and quasi-political groups. The two internal audiences of students and nonvocational educators are also examined. The appendixes provide abstracts of effective public relations techniques, rules for preparation of a news relaease, and how to reach television audiences. Various exhibits and tables are included to illustrate or summarize the text of the handbook. (ELG).

ED 173 582 CE 021 695

Young, William C. Ed

First Annual Convention of the Naitonal Association for the Advancement of Black Americans in Vocational Education: Proceedings.

National Association for the Advancement of Black Americans in Vocational Education

Spons Agency—Prairie View A and M Univ. Tex

Pub Date—78

Pub Type—Collected Works—Proceedings (021)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Black Education, *Black Employment, *Blacks, *Social Problems, *Vocational Education, Black Organizations, Black Youth, Conference Reports, Job Training, Program Development, Unemployment

Identifiers—National Association for Blacks in Vocational Ed

The proceedings of the first annual convention of the National Association for the Advancement of Black Americans held in Dallas, Texas, March 2-4, 1978, are presented. The conference theme was 'Addressing the Critical Issues in Vocational Education for Black Americans'. Included in this document are edited speeches and/or opening remarks by the following individuals: Alan Sheppard, Shirley Chisholm, Angie Grace, Harland Randolph, Charles Nichols, Benjamin Whitten, Addison Hobbs, and Ernest Green. The appendices include the conference evaluation report, conference program agenda, and the names and adresses of the conference participants. (JH).

ED 173 593 CE 022 033

Changar-Shaw, Ilene

The Older Worker: A Case Study.

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Employment, *Equal Opportunities Jobs, *Federal Programs, *Gerontology, *Older Adults, Employer Attitudes, Employment Programs, Employment Qualifications, Federal Legislation, Job Skills, Research, Retirement, Retraining, Surveys, Work Attitudes

Identifiers—Agism

The number of Americans between the ages fifty-five and seventy-four will significantly increase during the next few decades. Within this group is the fastest growing poverty group in the country. For them the right to work is basic to the right to survive. Studies have shown that older workers are able to produce work which is, in quality and quantity, equal to that of younger workers, thus dispelling some of the myths associated with aging. One important study was con-

ducted by Lou Harris and is entitled 'The Myth and Reality of Aging in America'. Various titles of CETA (Comprehensive Employment and Training Act) could conceivably encompass older adult employment programs. At present funds for such programs are supplied by Title IX of the Older Americans Act, which provides for and promotes part-time employment in community service jobs for economically disadvantaged persons fifty-five years old or older. To protect persons up to age sixty-five from widespread age discrimination in the job market, the federal government enacted the Age Discrimination in Employment Act. Another option for providing employment to the older worker is career retraining. Since age is not an accurate indicator of ability, the policy of mandatory retirement should be re-examined by employers. Likewise, the federal government should re-examine the Social Security system which limits the earnings of older workers. (ELG).

ED 173 598 CE 022 080

Richardson, William B. Owings, Maria F.

Women Vocational Students: Plans, Aspirations, and Socioeconomic Indicators.

Pub Date—79

Pub Type—Reports—Research/Technical (143). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Employment, *Females, *Occupational Aspiration, *Socioeconomic Status, *Student Characteristics, *Vocational Education, Comparative Analysis, Longitudinal Studies, Predictor Variables, Research Reports, Socioeconomic Influences, Students

A study was conducted to determine the extent to which certain generalizations concerning vocational students as a whole apply to women vocational students. It compared women vocational students with those in other curricula (academic, general, and commercial) with respect to their future plans, aspirations, occupational status, and socioeconomic influences. The data utilized in this study were collected as part of the National Longitudinal Surveys of Labor Market Experience, which was conducted from 1966 to 1975. For the purposes of this study only those young women who were not enrolled in school in 1968 were included in the analyses. Results of the analyses indicated that young women in vocational curricula differed in many aspects from young women in other curricula and differed from vocational students in general (including men). They were not as likely as their non-vocational counterparts to seek or obtain other vocational training subsequent to their high school training, nor did they appear to obtain the same kinds of jobs within a few years after graduation. (JH).

ED 173 600 CE 022 103

Stitt, Thomas R. And Others

Standards for Quality Programs in Agricultural Occupations in the Secondary Schools and Area Vocational Centers of Illinois. Phase II. A Progress Report.

Southern Illinois Univ. Carbondale

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Agricultural Education, *Agricultural Occupations, *Program Evaluation, *Standards, *Vocational Education, Agribusiness, Agricultural Engineering, Agricultural Production, Agricultural Supplies, Agricultural Supply Occupations, Forestry, Guides, Horticulture, Natural Resources, Program Improvement, Questionnaires, Secondary Education

Identifiers—Illinois

The purpose of this project was to prepare materials to be used in the review and evaluation of an agricultural occupations program. Based on standards validated by Illinois agricultural occupations teachers, a standards workbook was developed that included standards specific to agricultural production, agricultural sales and service, agricultural mechanics, agricultural products, ornamental horticulture, agricultural resources, forestry, adult education, and standards common to all programs. A guide was developed to be used in implementing the standards for quality vocational programs in agricultural occupational education. (The appendixes include a copy of the standards, a questionnaire on the completed program review, and a list of rejected standards.) (LRA).

ED 173 601 CE 022 109

A Guide for Using Illinois Standards for Quality Agriculture Programs in Community Colleges.

Illinois Univ. Urbana. Dept. of Vocational and Technical Education

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Agricultural Education, *Community Colleges, *Program Evaluation, *Program Improvement, *State Standards, *Vocational Education, Adult Education, Adult Programs, Agricultural Engineering, Agricultural Occupations, Agricultural Production, Agricultural Supplies, Equipment Standards, Facility Requirements, Forestry, Guides, Horticulture, Postsecondary Education, Program Administration, Program Costs, Program Length, Program Validation, Secondary Education, Staff Utilization, Supervised Farm Practice, Teacher Qualifications

Identifiers—Illinois

As a result of a project to prepare standards for agricultural occupations programs in Illinois community colleges, this guide was developed to assist local community college instructors, administrators, and other local persons in the evaluation of local agricultural occupations programs. The first section of the guide explains (how standards benefit students, colleges, and the community; (2) how to prepare for a review of the local program; (3) how to conduct the review; and (4) how to develop a plan for upgrading the local program. Section 2 presents a checklist of standards approved by Illinois community college instructors in agriculture. This list is divided into standards which are common to all programs and standards for seven specific areas of the agricultural occupations program. Specific standards are provided for programs in production agriculture, agriculture sales and service, agricultural mechanics, agricultural products, horticulture, forestry, and adult education. The third section of the guide includes field test reports on a community college horticulture program, agricultural supply program, agricultural mechanics program, and agricultural production program. (LRA).

ED 173 602 CE 022 133

Business Data Processing. Program Competencies.

Virginia State Dept. of Education, Richmond. Div. of Vocational Education

Pub Date—79

Available from—Special Assistant for Public Information and Publications, P.O. Box 6 Q, Commonwealth of Virginia, Richmond, VA 23216 ($2.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Business Education, *Competency Based Education, *Data Processing, Behavioral Objectives, Business Skills, Educational Objectives, Secondary Education, Teaching Guides

Identifiers—Virginia

This guide states competencies expressed in performance objective format that would normally comprise the instructional goals for business data processing programs on the secondary level. These competencies are grouped into the following categories: punch card equipment operator, data entry operator, data control clerk, data processing librarian, computer operator, entry-level computer programmer, business education core learning objectives, introduction to data processing learning objectives, and business systems learning objectives. Also included is an introduction to and a description of the business data processing program as it exists in Virginia as well as a guide to the suggested use of the stated performance objectives. Appendixes give business data processing facilities and equipment guidelines and a business data processing text book bibliography. (Author/CT).

ED 173 603 CE 022 135

Vetter, Louise And Others

Vocational Education Sex Equity Strategies. Research and Development Series No. 144.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-77-0061

Note—272p. ; For related documents see CE 022 136 and CE 022 239

Pub Type—Reference Materials—Bibliographies (131). Guides/Methods/Techniques—Non-Classroom Use (055). Collected Works—Serials (022)

EDRS Price—MF01/PC11 Plus Postage

Descriptors—*Methods, *Program Development, *Sex Fairness, *Vocational Education, Administrator Guides, Annotated Bibliographies, Change Strategies, Federal Legislation, Information Sources, Instructional Materials, Legal Responsibility, Nontraditional Students, Perception, Problem Solving, School Community Relationship, Sex Discrimination, Sex Stereotypes, Student Recruitment

Identifiers—Education Amendments 1976

Strategies and techniques for increasing sex fairness in vocational education are provided in this guide designed for sex equity personnel, instructors, administrators, counselors, and curriculum planners. Eight chapters of information are provided and are generally organized into the following format: introductory questions, narrative, references, reprints, and exercises. Topics include creating sex fairness concerns, dealing with sex bias, recruiting students for nontraditional classes, retraining students in nontradition classes, interacting with the community, assessing and adapting materials, and program planning (needs assessment, local flexibility, legislative compliance, and funding). The final chapter contains an annotated bibliography organized into five categories: (1) separate publications (books, reports, packages), (2) journal articles, (3) papers from professional meetings, (4) newsletters, and (5) audio-visuals. (JH).

ED 173 604 CE 022 136

Vetter, Louise And Others

A Guide for Vocational Education Sex Equity Personnel. Research and Development Series No. 143.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-77-0061

Note—96p. ; For related documents see CE 022 135 and CE 022 239

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Collected Works—Serials (022)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Administrator Responsibility, *Legal Responsibility, *Personnel, *Program Development, *Sex Fairness, *State Programs, *Vocational Education, Administration, Administrative Problems, Administrator Education, Administrator Guides, Change Agents, Federal Legislation, Information Sources, Sex Discrimination

Identifiers—Education Amendments 1976

This training package is designed to assist sex equity personnel in implementing the Education Amendments of 1976. Chapter 1 examines the sex equity problem as it relates to vocational education. Chapter 2 discusses the concepts of program management and change agents in relation to the functions of the job of sex equity personnel. Chapter 3 provides information on the ten mandated functions of sex equity personnel: (1) take action to create awareness, (2) gather, analyze, and disseminate data, (3) develop and support actions to correct problems, (4) review the distribution of grants and contracts, (5) review all vocational education programs, (6) monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures, (7) assist local education agencies, (8) make information available to a variety of audiences, (9) review the self-evaluations required by Title IX, and (10) review and submit recommendations with respect to overcoming sex bias and stereotyping in vocational education. Chapter 4 briefly discusses how to influence people to help solve the sex equity problems, and chapter 5 lists the names and addresses of fifteen potential information sources. Finally, chapter 6 discusses the development of action plans listing the seven steps of the program planning process and five basic principles of effective program planning. Included is a sample action format. (JH).

ED 173 611 CE 022 181

Daugherty, Ronald D. And Others

Results of Vocational Education Inservice Training. Needs Assessment Survey.

Northern Inst. for Research, Training, and Development, Inc. Anchorage, Alaska

Spons Agency—Alaska State Dept. of Education, Juneau

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Educational Objectives, *Inservice Education, *Needs Assessment, *Vocational Education, Educational Administration, Educational Needs, Research Reports, Surveys, Teacher Education, Teaching Methods

Identifiers—Alaska

A vocational education inservice training needs assessment survey was conducted among secondary school principals, teachers, superintendents, coordinators, and teacher aides throughout the state of Alaska. Individuals were asked to rate their own needs for inservice training in various areas of vocational education, the methods of inservice training which they preferred, and their ratings of the importance of several characteristics of inservice training. Among the survey results are the following: "vocational education in emerging occupations" was ranked highest by a majority of all principals and teachers in the area of inservice training needs; in regard to methods, a majority of teachers and coordinators ranked demonstration of materials or methods as first preference; and the majority of principals, teachers, and coordinators ranked the following as the higher of the important characteristics of vocational education inservice training: "inservice training should improve classroom performance," "inservice training should acquaint teachers with new materials and innovations," and "inservice training should be based on specific objectives'. (A copy of the survey instrument is included in the document.) (JH).

ED 173 615 CE 022 199

Task Analysis. A Process Manual for the Development of New and or Modification of Instructional Curricula.

Pub Date--78

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Occupational Information, *Program Improvement, *Skill Analysis, *Task Analysis, *Vocational Education, Course Organization, Curriculum Design, Curriculum Development, Curriculum Guides, Employment Qualifications, Guidelines, Job Skills, Performance Criteria

Identifiers—Dictionary of Occupational Titles

This manual presents a suggested methodology for secondary and postsecondary vocational education school systems which can be used in designing new programs and courses and in maintaining or modifying existing programs or courses for the purpose of developing student skills which correspond to the employer-required skills necessary for successful entry-level employment. This process is intended to provide users with a uniform and systematic method for organizing current job tasks, skills, and knowledges presently taught from vocational education course outlines. The organization of the manual divides the process into four unique procedures, each requiring a separate form to be completed. These four procedures are the following: (1) identification of Dictionary of Occupational Title (DOT) codes, titles, and critical factors with the United States Office of Education (USOE) codes, titles and descriptors; (2) development of competencies based on DOT definitions; (3) establishment of course content framework; and (4) development of course competency outlines. Several materials are appended, including a course outline, instructional analysis guide, performance objectives, and definitions of terms. (BM).

ED 173 616 CE 022 201

Apprenticeship and CETA Technical Assistance Guide.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—79

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Apprenticeships, *Cooperative Programs, *Coordination, *Employment Programs, *Federal Aid, Demonstration Programs, Federal Programs, Guides, Program Development, Trade and Industrial Education

Identifiers—Bureau of Apprenticeship and Training, Comprehensive Employment and Training Act

Intended to encourage CETA (Comprehensive Employment and Training Act) prime sponsors and apprenticeship program sponsors to integrate their activities, this technical assistance guide demonstrates many ways the two can unite at the local level to train and place people for employment. A general description of CETA is provided explaining the shift in program emphasis from subsidized public employment to employment in the private sector. Following a general description of apprenticeship and the role of the Bureau of Apprentice and Training (BAT), two special emphasis areas are discussed in which BAT has developed programs: new trades or industries which have not previously used apprenticeships, and women in apprenticeship. The second section of this guide shows the relation of the CETA provisions to apprenticeship programs and how the two can coordinate their activities. Program funding is also discussed. In section III, models of specific programs that link the two together are provided as suggestions of the types of programs possible. They include women's building trades, concentrated employment training, building trades, multi-trades, preparatory diesel mechanic, and orientation to non-traditional careers for women. For each, details are listed, such as number of people served, length of training, funding source, and elements of the project design. (ELG).

ED 173 617 CE 022 204

A Unified Approach to Occupational Education. Report of the Commission on Vocational Education.

California State Dept. of Education, Sacramento

Pub Date—79

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($2.00 for California Residents)

Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Educational Development, *Needs Assessment, *State Federal Aid, *Statewide Planning, *Unified Studies Curriculum, *Vocational Education, Advisory Committees, Articulation Education, Cooperative Planning, Coordination, Educational Cooperation, Educational Finance, Educational Planning, Financial Support, Legal Responsibility, Organizational Communication, Program Descriptions, Program Development, Program Improvement, Standards, Student Organizations, Tax Allocation, Work Experience

Identifiers—California

A unified educational system develops basic skills, interpersonal relationships, occupational skills, and citizenship responsibilities leading to quality life and work through various components. A unified education system (1) includes all educational programs and deliverers of educational programs at all levels; (2) contains levels and/or components with specific roles and responsibilities; (3) involves sharing information, curriculum ideas, and criteria for student outcomes; (4) allows duplication of effort only where necessary; (5) establishes program standards at all levels; (6) stresses that all courses and programs emphasize experiential learning; (7) is a cyclical, year-round system characterized by open-entry and open-exit principles; (8) requires a commitment to educational work experiences; (9) includes standards that are adopted by the state legislature and reflected in a state plan; (10) awards credit for skills learned inside/outside the system; (11) uses clearly outlined assessment procedures; and (12) eliminates sex stereotyping, irrelevant prerequisites, and admission barriers. The unified educational system is accomplished through a state, district, and site-planning system and involves the efforts of the site educational plan planning council, subject-matter advisory committees, the California Education Council and State Department of Education, and the industry/labor/business advisory group. (The commission on vocational education recommends procedures for implementing a unified educational system and a centralized funding system in California.) (LRA).

ED 173 620 CE 022 215

Ricketts, Samuel Clifton, Ed

Administration and Supervision of Area Vocational-Technical Schools in Tennessee. Topics of Interest: Volume I.

Middle Tennessee State Univ. Murfreesboro

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Collected Works—General (020)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Career Counseling, *Educational Finance, *Power Structure, *Regional Schools, *School Administration, *Vocational Schools, Advisory Committees, Anthologies, Federal Aid, School Supervision

Identifiers—Program Articulation, Tennessee

This document includes seven papers aimed at administrators of postsecondary schools, especially in Tennessee. Topics which are addressed are the problems and concerns of supervision; informal power structure in vocational education; program articulation; effective use of advisory councils in area vocational-technical schools; occupational counseling in these schools; various federal funds for student support in Tennessee area vocational-technical schools; and purchasing and budgeting within these schools. A brief history of area vocational-technical schools in Tennessee is presented, along with discussions of their accreditation, philosophy, purposes, and objectives. (CT).

Indexes

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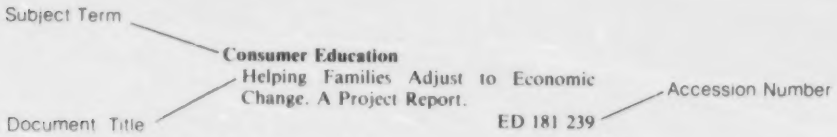
This index lists titles of documents under the major subject terms assigned to characterize their contents. The terms are taken from the *Thesaurus of ERIC Descriptors* and are in alphabetical order. As shown in the example, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section. The symbol / / appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service nor in the ERIC microfiche collection.



Academic Achievement

Work Experience and Academic Credit: Issues and Concerns. Information Series No. 166.
ED 172 024

Access to Education

Assisting Handicapped Students in Vocational Technical Programs in Community Colleges. Identification of Barriers; Recommendations for Removal of Barriers; Tasks to Be Implemented. Final Report.
ED 171 905

Assisting Handicapped Students in Vocational Technical Programs in Community Colleges. Identification of Barriers; Recommendations for Removal of Barriers; Tasks to be Implemented. Summary Report.
ED 171 904

Vocational Equal Access Research Project. Final Report.
ED 170 592

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Cost Benefit and Job Analyses in Vocational Education Evaluation.
ED 171 953

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Units of Instruction for Vocational Office Education. Volume 2. Office Occupations—Related Information, Accounting and Computing Occupations, Information Communications Occupations, Stenographic, Secretarial, and Related Occupations. Teacher's Guide.
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Competencies Needed by Students Entering Automobile Mechanics Programs in Texas Secondary Schools with Emphasis on Achievement Expectations for the Handicapped.
ED 173 557

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Wives' Employment Status and Marital Adjustment: Yet Another Look.
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The Development, Assessment and Dissemination of an Administrative Policy Manual for the Vocational Education of the Handicapped. Final Report.
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Black Leaders' Attitudes toward the Desirability of Black Students' Entering and Completing Vocational Education Programs. A National Study.
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Black Leaders' Attitudes Toward the Desirability of Black Students' Entering and Completing Vocational Education Programs. A National Study (Highlights and Recommendations).
ED 171 943

Instruments for Administrators. Educational Progress in Careers.
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Alternate Delivery Strategies for Preparing Vocational Administrators.
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ED 170 489

The Collaborative Educational Programs of the National Association of Bank Women: Mechanisms for Career Change.
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IVA. Improving Vocational Administration. Final Report.
ED 171 944

Personnel Development for Local Administrators of Vocational Education. Final Report.
ED 170 596

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ED 173 604

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An Administrator's Guide to Career Education.
ED 170 591

Climate for Articulation. Report of a Conference of Vocational Directors and Technical College Presidents and Directors in South Carolina, October 12-14, 1978.
ED 170 514

Improving Vocational Education through Utilization of Advisory Committees.
ED 170 479

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Developmental Strategies and Analytical Techniques for Improving the Cost-Effectiveness of Vocational Programs. Handbook.
ED 173 552

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Development and Testing of Criteria for the Identification and Selection of Mentally Handicapped Students for Vocational Programs (and) A Review of Related Literature Concerning Components of Systems and Studies That Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs (and) VERT: Vocational
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ED 170 551

4-H Intergenerations Project. A Summary Report.
ED 171 964

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The Federal Aviation Administration's Second Career Program.
ED 172 036

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Career Change. A Handbook of Exemplary Programs in Business and Industrial Firms, Educational Institutions, Government Agencies, Professional Associations.
ED 172 032

Metropolitan State University. An Institution for Adult Development and Career Change.
ED 172 037

The Rationale and Process of the Career Change Project: Characteristics and Cases of Joint Industry-Education Programs Assisting Employee-Selected Career Changes. Final Report.
ED 171 998

Adult Students

Metropolitan State University. An Institution for Adult Development and Career Change.
ED 172 037

Adult Vocational Education

Competency-Based Adult Vocational Education Project. Final Report.
ED 172 023

Vocational Training Programs and Support Services Necessary to Meet Needs of Displaced Homemakers and Other Special Groups. Final Report.
ED 173 555//

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The Federal Aviation Administration's Second Career Program.
ED 172 036

Planning for Career and Education Information Services for Ohio Citizens. Part II: Report to the Ohio Board of Regents.
ED 173 571

Status of Career and Education Information Services for Ohio Citizens. Part I: Report to the Ohio Board of Regents.
ED 173 570

Synopsis of Career and Education Information Services for Ohio Citizens Report. Part V: Report to the Ohio Board of Regents.
ED 173 572

Advertising

Distributive Education—Advertising. Kit No. 73. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 362

Advisory Committees

Advisory Committees for Vocational Education in Wisconsin Agriculture Education. Bulletin No. 9403.
ED 169 386

A Call for Reform. Annual Report, 1978.
ED 170 475

Evaluation Digest. An Evaluation Report of Vocational Education and Technical Education in South Carolina for Fiscal Year 1978.
ED 171 927

Improving Vocational Education through Utilization of Advisory Committees.
ED 170 479

Local Advisory Councils on Vocational Education in North Carolina: A Profile.
ED 170 474

The North Carolina Story.
ED 170 472

Overview. 1975 Reports. State Advisory Councils on Vocational Education.
ED 137 594

Proceedings. NACVE-SACVE Joint Meeting. (Washington, D. C. May 5-7, 1976.).
ED 137 595

Affirmative Action

Utilization of Women in Industrial Career Fields. Final Report for Period 14 March 1977-28 April 1978.
ED 170 508

Age

Important Topics about Life & Living.
ED 170 598

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Vocational Education for the Handicapped: (A Selected Resource Guide).
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Agency Cooperation

Assessment of the Coordination of Vocational Education with Related Programs at the State and Local Levels.
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IVTC, BCSC, IUPUI-Columbus: Their Missions, Goals, Relationships, and Potential for Expanded Cooperation.
ED 171 876

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Proceedings. NACVE-SACVE Joint Meeting. (Washington, D. C. May 5-7, 1976.).
ED 137 595

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Agribusiness II.
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Emerging Occupations in Agriculture: Impact upon Curriculum and People, Part II. Functions and Activities of Agricultural Personnel in Yolo County, 1979.
ED 170 564

WAVAI Curriculum Guide for Instruction in Wisconsin High Schools. 1975 Revision. Bulletin No. 5011.
ED 170 527

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Advisory Committees for Vocational Education in Wisconsin Agriculture Education. Bulletin No. 9403.
ED 169 386

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Agriculcure Education. Topic Analysis for Vocational Teacher Education.
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Forestry Manual for Vocational Agriculture Instructors. 1976 Revision. Bulletin No. 7001.
ED 170 528

A Guide for Using Illinois Standards for Quality Agriculture Programs in Community Colleges.
ED 173 601

Instructor's Guide to Supervised Occupational Experience Programs for Vocational Agriculture Placement. Missouri Agricultural Education Series. Volume 11, Number 6, June 1978.
ED 171 890

Introduction to Agronomy, Grain Crops, Weeds and Controls. A Learning Activity Pac in Agricultural Education Courses in Wisconsin.
ED 169 387

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ED 171 891

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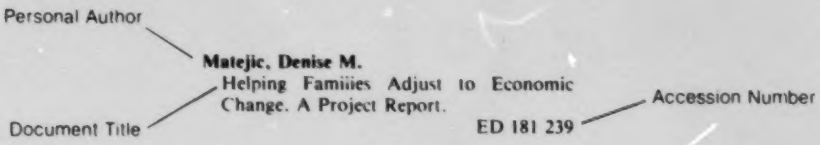

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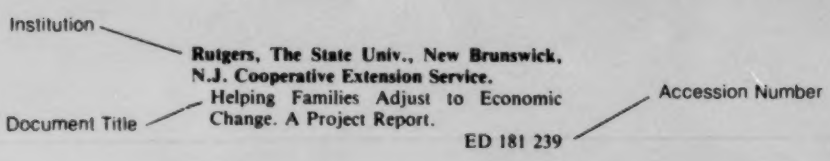
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Office Occupations—Desk Accessories. Kit No. 84. Instructor's Manual (and) Student Learning Activity Guide.

ED 169 373

Office Occupations—General Clerical, Receptionist. Kit No. 65. Instructor's Manual (and) Student Learning Activity Guide.

ED 169 354

T & I—Air Conditioning. Kit No. 82. Instructor's Manual (and) Student Learning Activity Guide.

ED 169 371

T & I—Air Conditioning, Refrigeration, and Heating—Heating Units. Kit No. 87. Instructor's Manual (and) Student Learning Activity Guide.

ED 169 376

T & I—Arc Welding. Kit No. 86. Instructor's Manual (and) Student Learning Activity Guide.

ED 169 375

T & I—Block Masonry. Kit No. 81. Instructor's Manual (and) Student Learning Activity Guide.

ED 169 370

T & I—Brick Masonry II. Kit No. 80. Instructor's Manual (and) Student Learning Activity Guide.

ED 169 369

T & I—Commercial Art. Kit No. 78. Instructor's Manual (and) Student Learning Activity Guide.

ED 169 367

T & I—Cosmetology, Skin Care. Kit No. 77. Instructor's Manual (and) Student Learning Activity Guide.

ED 169 366

T & I—Electronics. Kit No. 71. Instructor's Manual (and) Student Learning Activity Guide.

ED 169 360

T & I—Gas Welding. Kit No. 68. Instructor's Manual (and) Student Learning Activity Guide.

ED 169 357

T & I—Graphics, Rubber Stamp. Kit No. 90. Instructor's Manual (and) Student Learning Activity Guide.

ED 169 379

T & I—Machine Shop. Kit No. 83. Instructor's Manual (and) Student Learning Activity Guide.

ED 169 372

T & I—Plumbing. Kit No. 67. Instructor's Manual (and) Student Learning Activity Guide.

ED 169 356

T & I—Radio and Television Repair. Kit No. 70. Instructor's Manual (and) Student Learning Activity Package.

ED 169 359

T & I—Tile Setting. Kit No. 79. Instructor's Manual (and) Student Learning Activity Guide.

ED 169 368

A Teacher's Guide to Career Education, 6-8.

ED 170 590

Southern Illinois Univ. Carbondale.

Standards for Quality Programs in Agricultural Occupations in the Secondary Schools and Area Vocational Centers of Illinois. Phase II. A Progress Report.

ED 173 600

Southern Illinois Univ. Carbondale. School of Technical Careers.

The School of Technical Careers Baccalaureate Program: A Follow-Up Study of Graduates of 1976 and 1977.

ED 170 495

The School of Technical Careers Baccalaureate Program: A Follow-Up Study of Graduates of 1974 and 1975.

ED 170 494

The School of Technical Careers Baccalaureate Program: A Study of Inactive Students.

ED 170 496

State Univ. of New York, Buffalo. Western New York Educational Service Council.

The Need for a National Policy for Vocational Education. Occasional Papers of the Western New York Educational Service Council.

ED 171 913

State Univ. of New York, Ithaca. Cornell Inst. for Occupational Education.

ISSOE; Prototype Student Reporting System. Final Report No. 78-4.

ED 170 513

Technical Education Research Center, Cambridge, Mass.

The Career Change Program of the Washington State Employment Security Department.

ED 172 034

Career Change. A Handbook of Exemplary Programs in Business and Industrial Firms, Educational Institutions, Government Agencies, Professional Associations.

ED 172 032

The Collaborative Educational Programs of the National Association of Bank Women: Mechanisms for Career Change.

ED 172 035

The Federal Aviation Administration's Second Career Program.

ED 172 036

Mechanisms Facilitating Career Mobility at Tektronix, Inc.

ED 172 033

Metropolitan State University. An Institution for Adult Development and Career Change.

ED 172 037

The Rationale and Process of the Career Change Project: Characteristics and Cases of Joint Industry-Education Programs Assisting Employee-Selected Career Changes. Final Report.

ED 171 998

Tennessee Univ. Knoxville.

A Survey of Certification Requirements for Secondary and Post-Secondary Teachers of Health Occupations in the United States.

ED 170 559

Texas A and M Univ. College Station. Coll. of Education.

Assisting Handicapped Students in Vocational Technical Programs in Community Colleges. Identification of Barriers; Recommendations for Removal of Barriers; Tasks to be Implemented. Summary Report.

ED 171 904

Assisting Handicapped Students in Vocational Technical Programs in Community Colleges. Identification of Barriers; Recommendations for Removal of Barriers; Tasks to Be Implemented. Final Report.

ED 171 905

Bilingualism and Vocational Concept Learning. A Study of the Acquisition of Vocational Concepts by Bilingual Students in Vocational Education Programs. Final Report.

ED 170 491

Competencies Needed by Students Entering Automobile Mechanics Programs in Texas Secondary Schools with Emphasis on Achievement Expectations for the Handicapped.

ED 173 557

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Home Economics Competency-Based Teacher Education Instructional Materials. Final Report.

ED 170 570

Texas Southern Univ. Houston.

Improving Vocational Education through Utilization of Advisory Committees.

ED 170 479

Upper Valley Vocational Education Planning District, Piqua, Ohio.

Performance-Based Teacher Education/Inservice Application Project, March 1, 1977 through June 30, 1978.

ED 173 527

Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education.

A Competency-Based In-Service Training Program for Distributive Education Coordinators on Their Role as DECA Chapter Advisors. Phase I. Final Report, September 1, 1978 through June 15, 1979.

ED 171 996

Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Business Data Processing. Program Competencies.

ED 173 602

Wawasee Area Vocational Cooperative, Syracuse, Ind.

An Approach to Identifying Local Employment Opportunities for Local High School Graduates. Final Report.

ED 171 877

West Virginia Univ. Morgantown. Regional Rehabilitation Research and Training Center.

Understanding the Guidelines for the Rehabilitation Act of 1973 on Evaluating Rehabilitation Potential of the Severely Handicapped: Vocationally Related Com-

ponents.
ED 137 597

Western Michigan Univ. Kalamazoo. Center for Women's Services.

Sex-Role Stereotyping in Vocational Education: Report on the Perceptions of Michigan Educators. Expanding Vocational Education and Training Options for Women and Men in Michigan.
ED 173 553

Wisconsin Association of Vocational Agriculture Instructors, Madison.

Forestry Manual for Vocational Agriculture Instructors. 1976 Revision. Bulletin No. 7001.
ED 170 528

WAVAI Curriculum Guide for Instruction in Wisconsin High Schools. 1975 Revision. Bulletin No. 5011.
ED 170 527

Wisconsin K-12 Career Education Consortium.

A Kit of Career Education Assessment and Evaluation Instruments. Second Edition. Bulletin Number 8094.
ED 169 392

Wisconsin State Dept. of Public Instruction, Madison.

Health Occupations Education In Wisconsin's Secondary Schools: A Curriculum Guide. Bulletin No. 7352.
ED 170 526

Parliamentary Procedure for the FFA Member.
ED 171 967

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Introduction to Agronomy, Grain Crops, Weeds and Controls. A Learning Activity Pac in Agricultural Education Courses in Wisconsin.
ED 169 387

WAVAI Curriculum Guide for Instruction in Wisconsin High Schools. 1975 Revision Bulletin No. 5011.
ED 170 527

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.

Advisory Committees for Vocational Education in Wisconsin Agriculture Education. Bulletin No. 9403.
ED 169 386

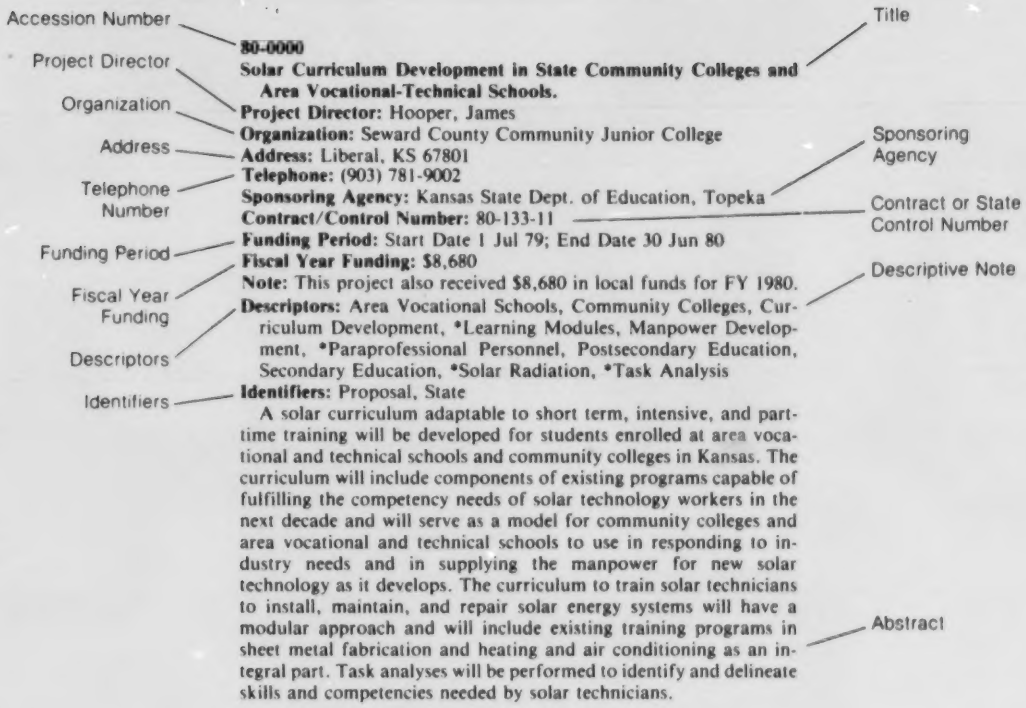
Forestry Manual for Vocational Agriculture Instructors. 1976 Revision. Bulletin No. 7001.
ED 170 528

Introduction to Agronomy, Grain Crops, Weeds and Controls. A Learning Activity Pac in Agricultural Education Courses in Wisconsin.
ED 169 387

Wisconsin Univ. River Falls.

Greenhouse Management: Production Schedules and Financial Analysis. Teaching Guide.
ED 170 521

SAMPLE PROJECT RESUME



80-0000

Solar Curriculum Development in State Community Colleges and Area Vocational-Technical Schools.

Project Director: Hooper, James

Organization: Seward County Community Junior College

Address: Liberal, KS 67801

Telephone: (903) 781-9002

Sponsoring Agency: Kansas State Dept. of Education, Topeka

Contract/Control Number: 80-133-11

Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $8,680

Note: This project also received $8,680 in local funds for FY 1980.

Descriptors: Area Vocational Schools, Community Colleges, Curriculum Development, *Learning Modules, Manpower Development, *Paraprofessional Personnel, Postsecondary Education, Secondary Education, *Solar Radiation, *Task Analysis

Identifiers: Proposal, State

A solar curriculum adaptable to short term, intensive, and part-time training will be developed for students enrolled at area vocational and technical schools and community colleges in Kansas. The curriculum will include components of existing programs capable of fulfilling the competency needs of solar technology workers in the next decade and will serve as a model for community colleges and area vocational and technical schools to use in responding to industry needs and in supplying the manpower for new solar technology as it develops. The curriculum to train solar technicians to install, maintain, and repair solar energy systems will have a modular approach and will include existing training programs in sheet metal fabrication and heating and air conditioning as an integral part. Task analyses will be performed to identify and delineate skills and competencies needed by solar technicians.

PROJECTS IN PROGRESS
State-Administered Projects

Resumes

Resumes in this section announce current research projects, exemplary and innovative projects, and curriculum development projects funded under sections 131, 132, and 133 of the Vocational Education Act of 1963 as revised by the Education Amendments of 1976 (PL 94-482). The projects are arranged alphabetically by state, then by legislative section within states. Complete names and addresses are provided for individuals and organizations conducting the projects. Addresses of the state research coordinating units (sponsoring agencies) are listed in the organizational resources section.

ALABAMA

Curriculum Development (Sec. 133)

000654

Curriculum Management in Vocational-Technical Education.
Project Director: Drake, Bob; Iverson, Maynard
Organization: Auburn University, Auburn, AL 36830
Sponsoring Agency: Alabama State Dept. of Education, Montgomery
Contract/Control No.: RCU-029
Funding Period: Start Date 01 Jul 77; End Date 30 Sep 78
Fiscal Year Funding: $50,000
Descriptors: *Educational Coordination, *Educational Planning, *Information Needs, *Management Information Systems, *Needs Assessment, Curriculum Design, Curriculum Development, Postsecondary Education, Secondary Education
Identifiers: State, Proposal

The purpose of the project is to determine priorities for curriculum development and curriculum management functions in vocational-technical education in Alabama and to develop a curriculum development plan. Specific objectives are to (1) identify the state's critical needs areas for curricular information and materials in occupational subjects at all levels; (2) identify the state's critical needs areas for curriculum development and curriculum management functions in vocational-technical education; (3) identify and/or develop an operational model for classifying, sequencing, and systematizing curricular information and materials in vocational-technical education; and (4) develop operational procedures for collecting, classifying, and evaluating the content of curricular information and materials, including materials needed for special group learners, for teaching occupational subjects at all levels. Procedures will include: (1) utilizing a steering committee; (2) conducting invitational conference of state educators to assess state's curriculum development efforts; (3) establishing curriculum development priorities and identifying available curriculum development and management resources; and (4) developing a curriculum development and management plan.

ALASKA

Research (Sec. 131)

000655

Assessment of Inservice Training Needs.
Project Director: Daugherty, Ron
Organization: Northern Institution for Research, Training and Development, Commission on Postsecondary Education, Alaska Center for Staff Development, 650 International Airport Road, Anchorage, AK 99502
Sponsoring Agency: Alaska State Dept. of Education, Juneau
Contract/Control No.: V86908 (4716-78)
Funding Period: Start Date 28 Feb 78; End Date 31 Dec 78
Fiscal Year Funding: $16,854
Descriptors: *Educational Needs, *Education Service Centers, *Industrial Education, *Inservice Teacher Education, *Outreach Programs, *Rural Education, Consortia, Interagency Cooperation, Models, Needs Assessment, Preservice Education, Program Development, Systems Approach
Identifiers: State, Proposal

A system for identifying vocational education inservice training needs will be developed, and a model center for outreach services will be established for implementing the industrial education project. In addition, an interagency consortium will be developed to identify and update the preservice training needs of vocational education personnel. Final reports entitled "Results of Vocational Education Inservice Training" and "A Rural Industrial Education Outreach Center: A Systems Approach" will be delivered.

000656

Identifying Promising Practices.
Project Director: Daugherty, Ron
Organization: Northern Institution for Research, Training and Development, Commission on Postsecondary Education, Alaska Center for Staff Development; 650 International Airport Road, Anchorage, AK 99502
Sponsoring Agency: Alaska State Dept. of Education, Juneau
Contract/Control No.: V869B (4719-78)
Funding Period: Start Date 28 Feb 78; End Date 31 Dec 78
Fiscal Year Funding: $4,837
Descriptors: *Auto Mechanics, *Demonstration Programs, *Information Dissemination, *Program Description, *Program Development, *Program Evaluation, Models, Pamphlets, Publications
Identifiers: State, Proposal

Summaries of fifteen to seventy exemplary vocational programs will be included in a publication developed and printed for use by local schools in program implementation. The final project report will include findings, procedures, instruments used, and recommendations for future action towards evaluating auto mechanics as a model for

vocational education evaluation.

Curriculum Development (Sec. 133)

000660

Vocational Programs Materials Development.
Project Director: Davis, Gene
Organization: Anchorage Borough School District, 4600 DeBarr Road, Anchorage, AK 99504
Sponsoring Agency: Alaska State Dept. of Education, Juneau
Contract/Control No.: V80501 (153-78)
Funding Period: Start Date 28 Feb 78; End Date 31 Aug 78
Fiscal Year Funding: $19,981
Descriptors: *Curriculum Guides, *Home Economics Education, *Industrial Education, *Sequential Programs, Child Care, Clothing Instruction, Commercial Art, Curriculum Development, Drafting, Electricity, Electronics, Elementary Secondary Education, Foods Instruction, Graphic Arts, Instructional Materials, Interior Design, Masonry, Metals, Photography, Sewing Instruction, Transportation, Woodworking
Identifiers: Surveying (Geography), State, Proposal

Course guides and sequences will be developed for the following industrial education courses: industrial education K-12, electronics and electricity, metals, masonry, woodworking, photography, graphic arts, transportation I and II, survey I and II, drafting I and II, architectural drafting, and engineering drafting. Guides and sequences will be developed for the following home economics courses: home economics K-12, commercial art, interior design, interior decorating, child care, menswear, creative stitchery, quick sew, and foods I, II, and III. In addition, a guide for developing vocational curriculum will be produced.

000661

Vocational Curriculum Development for Rural Schools.
Project Director: Van Slyke, Robert
Organization: Southwest Regional Schools, Box 196, Dillingham, AK 99576
Sponsoring Agency: Alaska State Dept. of Education, Juneau
Contract/Control No.: V84401 (5266-78)
Funding Period: Start Date 28 Feb 78; End Date 31 Mar 79
Fiscal Year Funding: $4,927
Descriptors: *Business Education, *Curriculum Guides, *Fisheries, *Home Economics Education, *Industrial Education, Curriculum Development, Curriculum Evaluation, Instructional Materials, Rural Schools
Identifiers: State, Proposal

Course sequence outlines for business education, industrial education, and home economics will be developed and organized around a fisheries cluster. Adopted and developed for use in the Southwest Regional School District, the materials will be applicable for schools in communities where fishing is the primary industry. Project staff will continue work with the curriculum implementation process model for implementing, evaluating, and revising vocational education curriculum materials currently in use.

000659

Vocational Education Delivery Projects—Welding.
Project Director: Rogers, Sam
Organization: Alaska University, Rural Education Affairs Office, 2221 Northern Lights Boulevard, Anchorage, AK 99504
Sponsoring Agency: Alaska State Dept. of Education, Juneau
Contract/Control No.: V85703 (3608-78)
Funding Period: Start Date 15 Mar 78; End Date 30 Sep 78
Fiscal Year Funding: $10,000
Descriptors: *Delivery Systems, *Mobile Educational Services, *Program Development. *Rural Areas, *Rural Education, *Welding, Educational Research, Formative Evaluation, Itinerant Teachers, Models, Systems Development
Identifiers: State, Proposal

A model vocational education delivery system for providing onsite training in welding to sparesly populated and geographically isolated villages will be researched, developed, field tested, and evaluated. Welding was selected as the program for field testing because of complexities in the requirements, electrical needs, extremely heavy weight, and logistical problems. The report on this project will include details on problems encountered and offer insight into providing vocation training in remote areas accessible only by boat and/or airplane.

000658

High School Credit by Contract.
Project Director: Cooksey, Wanda
Organization: Alaska State Department of Education, Correspondence Study, Pouch F, Junea, AK 99811
Sponsoring Agency: Alaska State Dept. of Education, Juneau
Contract/Control No.: V87302 (4917-78)
Funding Period: Start Date 10 Mar 78; End Date 15 Oct 78
Fiscal Year Funding: $1,856
Descriptors: *Correspondence Courses, *Course Objectives, *Credit Courses, *Instructional Materials, *Learning Activities, *Performance Contracts, Agricultural Production, Boatmen, Computer Science, Curriculum Development, Flight Training, Foods Instruction, Money Management, Sewing Instruction
Identifiers: Small Engine Repair, State, Proposal

A methodology and framework for study by correspondence will be provided for the following vocational courses: boating skills and seamanship, boatbuilding, food and food preparation, gardening, livestock raising, salmon aquaculture, sewing, knitting and needlework, small engine repair, taxidermy and tanning, trapping, training animals, work experience, computer skills, budget and family finance, and Jeppesen ground training. The contract for each course will result in at least one half credit toward graduation. Materials, including the objectives and activities for course completion and instructional materials, will be delivered.

000657

Poultry Production Program Development.
Project Director: Finch, Warren
Organization: Northwest Community College, Box 400, Nome, AK 99762
Sponsoring Agency: Alaska State Dept. of Education, Juneau
Contract/Control No.: V88302 (3628-78)
Funding Period: Start Date 28 Feb 78; End Date 30 Jun 79
Fiscal Year Funding: $3,000
Descriptors: *Agricultural Production, *Climatic Factors, *Curriculum Guides, *Pamphlets, *Program Development, Course Organization, Rural Schools
Identifiers: Chickens, Chick Incubation, *Poultry Production, State, Proposal

A poultry production program including course outlines, sequence, and requirements will be developed for use in rural schools. This format will be applicable to other small livestock production areas. A sixty-seven page booklet providing information for coping with arctic conditions will be produced.

000662

Small Engine Service and Maintenance Lesson Plan Packet.
Project Director: Finch, Warren
Organization: Northwest Community College, Box 400, Nome, AK 99762
Sponsoring Agency: Alaska State Dept. of Education, Juneau
Contract/Control No.: V88304 (3636-78)
Funding Period: Start Date 20 Mar 78; End Date 28 Feb 79
Fiscal Year Funding: $1,938
Descriptors: *Equipment Maintenance, *Lesson Plans, *Rural Schools, *Teaching Guides, *Visual Aids, Individualized Instruction, Units of Study
Identifiers: *Small Engine Repair, State, Proposal

A lesson plan packet for small engine service and maintenance will be developed for use in rural schools. The packet, containing visual aids, will emphasize use of simple and handmade tools and will include an individualized unit designed to be used with reference texts. The unit will be field tested in the local schools.

ARIZONA

Research (Sec. 131)

000677

Faculty-Developed, Competency-Based Instruction.
Project Director: Giallonardo, Louis
Organization: Maricopa County Community College, Mesa, AZ 85202
Sponsoring Agency: Arizona State Dept. of Education, Phoenix
Funding Period: Start Date 12 Jun 78; End Date 30 Sep 78
Fiscal Year Funding: $4,980
Descriptors: *Individualized Instruction, *Learning Modules, *Models, *Performance Based Education, *Teacher Developed Materials, Curriculum Development, Instructional Materials, Material Development
Identifiers: *Open Entry Open Exit, State, Proposal

Objectives of this project are to (1) research competency-based educational (CBE) methods, approaches and extant programs; (2) develop working models for CBE instruction in diverse occupational areas; (3) prepare for implementation in 1978-79 academic year a CBE instructional package; and (4) develop written cookbook materials to be available to interested faculty and administrators. Procedures will be to (1) to initiate literature search and contact potential consultants; (2) establish a steering committee consisting of administrators and faculty representative of the several occupational program areas, and have this committee evaluate literature and consultant materials; (3) compile CBE literature and consultants' input; (4) commission three faculty members to develop one or more CBE models; and (5) produce the model(s) and prepare technical and managerial reports. End product will be a technical report containing a review and evaluation of CBE literature, description of CBE model construction, and a model CBE curriculum.

000676

In-Depth Study to Investigate Vocational Needs.
Project Director: Hutt, Roger; Rowe, Ken
Organization: Arizona State University, College of Business Administration, Tempe, AZ
Sponsoring Agency: Arizona State Dept. of Education, Phoenix
Funding Period: Start Date 14 Jan 78; End Date 30 Jun 78
Fiscal Year Funding: $14,530
Descriptors: *Educational Needs, *Educational Planning, *Educational Research, *Needs Assessment, Program Development, Program Planning, Research Utilization
Identifiers: State, Proposal

Project objectives are to (1) determine high priority vocational education programming needs which should be addressed by the Research Coordinating Unit; (2) determine new, high potential programs which could be developed to address high priority vocational education programming needs which are identified in objective number one listed above; and (3) determine existing programs which are presently being planned or implemented by Arizona educational institutions to address high priority needs identified. Procedures will be to (1) select sample of opinion leaders; (2) use descriptive research method for achieving objectives; (3) collect data by interview guide and record answers by audio tape recorder; (4) analyze data by summary of participants' responses; and (5) content analyze responses to each question. Specifically, procedures for Objective I will be to code each theme representing a different priority, indicate a frequent count for each category and show total number of priority items; for Objective II, identify program specialist respective to priority areas specified and invite program specialists to participate in group conferences to develop solutions to specific priority needs; for Objective III, pertinent data will be collected in conjunction with the research procedures for achieving Objectives I and II by including appropriate questions to the interview guides used in achieving the first two objectives.

000675

Perceptions of Business Education Programs in Selected Tucson Area High Schools.
Project Director: Clark, Sally N.
Organization: Arizona University, College of Education, Tucson, AZ 85721
Sponsoring Agency: Arizona State Dept. of Education, Phoenix
Funding Period: Start Date 01 Apr 78; End Date 30 Jun 78
Fiscal Year Funding: $5,000
Descriptors: *Business Education, *Office Occupations Education, *Program Attitudes, *Research Utilization, *Surveys, Educational Research, Program Improvement, Questionnaires, Secondary Education
Identifiers: State, Proposal

The purpose of this project is to develop a questionnaire to be used to ascertain the perceptions of students, teachers, counselors and administrators regarding current programs in business and office education. Procedures will be to (1) develop questionnaire to be used; (2) get approval of questionnaire; (3) contact schols to be surveyed (administration and staff); (4) print questionnaire; (5) administer questionnaire; and (6) analyze results of questionnaire using appropriate statistical procedure.

000674

Special Research Project in Agricultural Education Postsecondary Manpower Needs.
Project Director: Hubura, David
Organization: Arizona University, Tucson, AZ 85721
Sponsoring Agency: Arizona State Dept. of Education, Phoenix
Funding Period: Start Date 15 Apr 78; End Date 30 Sep 78
Fiscal Year Funding: $5,000
Descriptors: *Agricultural Education, *Agricultural Technicians, *Employment Projections, *Manpower Needs, *Occupational Surveys, *Salaries, Employment Opportunities, Employment Potential, Employment Statistics, Geographic Distribution, Occupational Clusters, Postsecondary Education
Identifiers: State, Proposal

Objectives of this project are to (1) establish, in selected areas of Arizona, the number of technical level employment opportunities in specific agricultural job clusters; (2) determine the salary level associated with each technician level agricultural job cluster identified; and (3) produce a written report detailing the findings in one and two above. Procedures will be to use the data base of names and addresses of 2,200 Arizona agricultural employers established by the University of Arizona College of Agriculture, and to prepare, conduct, tabulate, and analyze data from a mail and telephone survey of these businesses to determine the employment and salary data noted in objectives one and two. The survey is expected to produce detailed manpower data by job cluster and geographic area essential to planning for agricultural technician vocational training programs in Arizona.

Exemplary and Innovative (Sec. 132)

000673

A Demonstration Model for the Students, Teachers, and Parents in the World of Careers.
Project Director: Moffett, Gene D.
Organization: Casa Grande Elementary School District, Casa Grande, AZ
Sponsoring Agency: Arizona State Dept. of Education, Phoenix
Funding Period: Start Date 01 Jul 77; End Date 30 Jun 78
Fiscal Year Funding: $8,400
Descriptors: *Career Development, *Career Exploration, *Demonstrations Educational. *Models, *Units of Study, Elementary Education, Material Development, Parent Participation, Student Participation, Teacher Participation
Identifiers: State, Proposal

Objectives of this project are to (1) design, develop and implement an early, indepth career exploration model for all grades K-8; (2) use five career exploration work stations for the purpose of demonstration; (3) give students an opportunity to participate in at least one area of early, indepth career exploration activities; and (4) involve parents in career development through school-related activities, in classes, and as career resource persons. Procedures will include (1) completing activities and project implementation; (2) promoting participation by

students and teachers; (3) completing the packaging of six career units for integration aid implementation in regular classrooms within the district; and (4) promoting parental and community involvement. The end product will be five portable work station units with documented reports as to their effectiveness in Casa Grande elementary schools.

000672

Education Community Center for Students Leading to Educational or Vocational Placement (Jobology Center).

Project Director: Walton, Barbara
Organization: Scottsdale Unified School District 48, Scottsdale, AZ 85018
Sponsoring Agency: Arizona State Dept. of Education, Phoenix
Funding Period: Start Date 07 Jul 77; End Date 30 Jun 78
Fiscal Year Funding: $40,578
Descriptors: *Job Placement, *Occupational Information, *Program Development, *Resource Centers, *Resource Materials, *Supplementary Educational Centers, Ancillary Services, High School Students, Individualized Instruction, Material Development
Identifiers: State, Proposal

Objectives of this project are to develop (1) resource information concerning businesses and industries within the Phoenix metropolitan area; (2) individualized self-assessment and skill development media and instructional materials; (3) support services for curriculum development preparing students to use the B.I.E. Center; (4) support for a district-wide job clearinghouse service; and (5) future gathering of differing views concerning futuristic approaches to business/industrial education centers. Youth will use resources company profiles of local businesses and industries as part of the job placement process, and will also use self-assessment and skill development instruments as part of the job placement process. Support services will be provided to the district's placement coordinator, teachers, counselors, and high school career center personnel who are working to assist youth in career choice and placement. The Delphi Technique will be conducted with educators, the community, and leaders concerned with future-oriented development, and to initiate discussion of long range planning policies. Products will include resource material on developing placement programs and services at the high school level and a collection of catalogs, bulletins, workbooks, etc. related to job placement readiness and development of company profiles.

000671

Self-Management for the Transitional Student.

Project Director: Jacobs, Duane
Organization: Eastern Arizona College, Thatcher, AZ 85552
Sponsoring Agency: Arizona State Dept. of Education, Phoenix
Funding Period: Start Date 01 Jul 77; End Date 30 Jun 78
Fiscal Year Funding: $16,800
Descriptors: *Career Planning, *Daily Living Skills, *Goal Orientation, *Individual Development, *Self Evaluation, *Student Participation, Class Activities, Curriculum Development, Decision Making Skills, Individual Needs, Motivation, Program Development, Self Actualization, Transitional Classes
Identifiers: State, Proposal

Objectives of this project are to develop a self-management course designed to provide direct instruction for participation of students enrolled in it and provide a self-management climate by providing administration, faculty and related staff to third phase self-management and personal development experiences and classroom management whereby the student will encounter self-management in classroom activities, social activities, career planning and job preparation activities. Two hundred students will develop a self-management plan of action as explained by completed plans of action. These students will have an opportunity to use/analyze life and career planning elements including sex stereotype analysis. At least sixty administrators and faculty members at Eastern Arizona College will complete the last of a three-phase, self-management project as evidenced by the activities in the project and the development of personal management plans of action. Products will include (1) a bibliography of source materials; (2) library acquisition of significant related materials; (3) printed materials in the form of letters and brochures to be disseminated to secondary and community college personnel; and (4) self-evaluation media such as a workbook or handbook, or a series of classroom models.

000670

Yavapai County Plan for Vocational Education.

Project Director: Bergman, Ed
Organization: Yavapai College, Prescott, AZ 86301
Sponsoring Agency: Arizona State Dept. of Education, Phoenix
Funding Period: Start Date 01 Jul 77; End Date 30 Jun 78
Fiscal Year Funding: $37,324
Descriptors: *Data Bases, *Educational Needs, *Employment Opportunities, *Labor Market, *Management Information Systems, *Program Planning, County Programs, Employment Qualifications, Manpower Needs, Program Development, Regional Planning
Identifiers: State, Proposal

Procedures will be to (1) develop a county plan for the establishment and implementation of computerized recording of retrieval system; (2) establish and implement a program to identify occupational training needs in Yavapai county; (3) establish and implement a program to identify project labor market opportunities and needs in Yavapai county; (4) specify and update performance requirements of each family of occupants for basis of instructional planning; and (5) pool and coordinate curriculum resources and ancillary services, and develop program planning procedures. Products will include a written document describing the procedures for executing a countywide plan and a document describing the procedure for establishing a computer data base for planners and counselors.

Curriculum Development (Sec. 133)

000665

Arizona Skills Curriculum Project.

Project Director: Riddle, Jack
Organization: Maricopa County Skill Center, Phoenix, AZ 85007
Sponsoring Agency: Arizona State Dept. of Education, Phoenix
Funding Period: Start Date 01 Jul 77; End Date 30 Jun 78
Fiscal Year Funding: $7,500
Descriptors: *Auto Mechanics Occupation, *Individualized Instruction, *Learning Modules, *Teacher Developed Materials, *Typists, *Welders, * Audiovisual Aids, Clerical Workers, Curriculum Development, Educational Resources, Material Development
Identifiers: State, Proposal

The purpose of this project is to develop and produce for dissemination a minimum of 140 individualized learning packets as distributed in the cluster areas of clerk-typist, automotive mechanics, and welding. This project will consist of development, production, and dissemination of individualized learning packets. The present curriculum coordinators at Tucson Skill Center and Maricopa County Skill Center and the instructor writers at both centers will produce fifty-five clerk-typist packets, thirty-five automotive mechanics packets and fifty welding packets. Appropriate audiovisual materials will also be developed as the instructor writers identify the need for such materials.

000664

Curriculum Proposal for Health Occupations Education.

Project Director: Saad, Thomas J.
Organization: Arizona State Board of Directors for Community Colleges, Phoenix, AZ 85007
Sponsoring Agency: Arizona State Dept. of Education, Phoenix
Funding Period: Start Date 01 Apr 78; End Date 30 Sep 78
Fiscal Year Funding: $10,000
Descriptors: *Health Occupations Education, *Job Skills, *Nursing, *Performance Based Education, Associate Degrees, Community Colleges, Curriculum Development, Needs Assessment, Postsecondary Education
Identifiers: State, Proposal

The objective of this project is to develop terminal competencies for graduates of associate degree nursing programs in rural and urban

community colleges in Arizona. Procedures will be to (1) determine the competency areas appropriate to associate degree nursing graduates; (2) devise a list of specific competencies for each area appropriate to associate degree nursing graduates; (3) provide industry input and reaction to the list of competencies resulting in a revised list; and (4) finalize and endorse the list of competencies resulting in approved document.

000663

Distributive Education Curriculum Project—Phase II.
Project Director: Antrim, William
Organization: Arizona University, Tucson, AZ 85721
Sponsoring Agency: BBB04277
Funding Period: Start Date 15 Apr 78; End Date 15 Aug 78
Fiscal Year Funding: $9,000
Descriptors: *Distributive Education, *Employment Qualifications, *Job Skills, *Performance Based Education, Curriculum Development, Entry Workers
Identifiers: State, Proposal

This phase of the project continues the development of distributive education competency-based curriculum for use by Arizona DE teacher/coordinators. Specifically, it is intended to complete the career level curriculum and to update the entry-level materials. The end product will be a 500-page competency-based career level DE curriculum in a three-ring binder.

000669

Intensified Office Laboratory—Curriculum Workshop.
Project Director: Thomas, Violet
Organization: Arizona University, Tucson, AZ 87521
Sponsoring Agency: Arizona State Dept. of Education, Phoenix
Funding Period: Start Date 01 Jul 77; End Date 05 Aug 77
Fiscal Year Funding: $15,633
Descriptors: *Curriculum Enrichment, *Experiential Learning, *Individualized Learning, *Individualized Instruction, *Learning Modules, *Office Occupations Education, *Teacher Developed Materials, Business Education, Instructional Materials, Secondary Education, Teacher Workshops
Identifiers: State, Proposal

The goal of this project is to assist educators in developing materials for enrichment of the existing secondary school business curriculum in the state of Arizona. Objectives are the following: (1) each teacher participating in the two week workshop will be assigned to an office in the Phoenix area to complete work stations based on the actual materials and procedures used in that office; and (2) each participating teacher will develop laboratory materials (based on the actual office procedures) to be used in the classroom. Procedures will be to (1) select director of the workshop; (2) select fifteen business education teachers to participate; (3) select business offices in the Phoenix area including those with branch offices and similar occupational positions throughout Arizona; (4) fifteen business education teachers will each conduct an occupational analysis of a work station in business offices in Phoenix, Arizona; and (5) each workshop participant will develop training packets for a complete work station based on actual materials and procedures used in a specific position within a specific office.

000668

Postsecondary Office Mid-Management Curriculum.
Project Director: Thomas, Violet
Organization: Saint Johns County Schools, Tucson, AZ 85721
Sponsoring Agency: BBB04277
Funding Period: Start Date 30 Apr 78; End Date 01 Jul 78
Fiscal Year Funding: $13,466
Descriptors: *Curriculum Enrichment, *Experiential Learning, *Learning Modules, *Management Education, *Middle Management, *Teacher Developed Materials, Activity Units, Business Education, Curriculum Development, Individualized Instruction, Instructional Materials, Office Occupations Education, Postsecondary Education, Teacher Workshops
Identifiers: State, Proposal

The goal of this project is to assist educators in developing curriculum materials for enrichment of the existing postsecondary business and office curriculum in Arizona. Each instructor participating in the three-week workshops will be assigned to an office in the Phoenix area to develop a complete work station based on actual materials and procedures used in that office. Each participating instructor will develop curriculum materials at the office mid-management level to be used in the postsecondary classroom.

000667

Power and Automotive Articulation.
Project Director: Hirata, Ernest
Organization: Arizona State University, Tempe, AZ
Sponsoring Agency: Arizona State Dept. of Education, Phoenix
Funding Period: Start Date 01 Jul 77; End Date 01 Jun 78
Fiscal Year Funding: $14,513
Descriptors: *Articulation Program, *Auto Mechanics, *Curriculum Guides, *Power Mechanics, *Task Analysis, *Teacher Developed Materials, Curriculum Development, Industrial Education, Postsecondary Education, Program Development, Program Improvement, Secondary Education, Trade and Industrial Education
Identifiers: State, Proposal

The purpose of this project is to develop an articulated power mechanics/auto mechanics program to include grades seven-fourteen. Procedures will be to (1) Assemble twenty-five teachers from the industrial arts and trade and industry to do a task analysis; (2) review task analysis and determine levels each task is to be taught; and (3) develop curriculum materials reflecting the above tasks. Curriculum guides and source materials will be the end product of the project.

000666

Strategies; Techniques; and Effective Resources for Equalizing Opportunities (STEREO).
Project Director: Kote, Mary
Organization: Maricopa County Skill Center, Phoenix, AZ 85007
Sponsoring Agency: Arizona State Dept. of Education, Phoenix
Funding Period: Start Date 15 Aug 77; End Date 30 Aug 78
Fiscal Year Funding: $11,452
Descriptors: *Educational Opportunities, *Educational Strategies, *Equal Education. *Resource Materials, *Sex Fairness, *Sex Stereotypes, Curriculum Development, Educational Resources, Handicapped Students, Material Development, Sex Discrimination
Identifiers: State, Proposal

Project objectives are to collect, develop, print, and disseminate curriculum materials designed to overcome sex bias and sex stereotyping in vocational education. Procedures will be to develop in looseleaf format a notebook containing materials designed to assist vocational education personnel in eliminating sex bias and sex stereotyping. Notebook contents will include activities for the handicapped, policies and procedures of the Arizona Department of Education, legislation, labor market data, structured experiences, and a resource bibliography.

ARKANSAS

Research (Sec. 131)

000679

Model to Develop a School-Community-Based, Adult Education Program.
Project Director: Robertson, Larry; Marshall, Martha
Organization: Cabot Public Schools, Cabot, AR
Sponsoring Agency: BKX04220
Contract/Control No.: C7781
Funding Period: Start Date 01 Aug 76; End Date 30 Jul 78
Fiscal Year Funding: $10,822
Descriptors: *Adult Education Programs, *Educational Coordination, *Models, *Program Planning, *Rural Schools, *School Community Cooperation, Educational Improvement, Educational Needs, Educational Opportunities, School Community

Relationship
Identifiers: State, Proposal

This model adult education program is designed to improve the coordination of adult education classes and to improve the quality and quantity of adult education opportunities. It will provide educational experiences that will meet the vocational and avocational needs of the community, thus establishing a better school-community relationship. A model plan will be developed and field tested for conducting adult education programs that can be adopted and adapted for use by small and medium sized districts in rural areas.

000678

Utilizing Professional Counseling Services to Reduce the Dropout Rate in Postsecondary Vocational-Technical Education.
Project Director: Lieblong, Burl
Organization: Crowley's Ridge Vocational Technical School, Forrest City, AR
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Contract/Control No.: C7782
Funding Period: Start Date 01 Aug 76; End Date 30 Aug 78
Fiscal Year Funding: $18,600
Descriptors: *Counseling Services, *Dropout Prevention, *Dropout Rate, *Postsecondary Education, *Staff Development, *Success Factors, Dropout Programs, Educational Programs, Evaluation Criteria, Student Ability, Student Needs, Student Problems
Identifiers: State, Proposal

To reduce the overall dropout rate of students in the three participating schools, this project will identify potential early school leavers in vocational and technical schools and endeavor to minimize or eliminate difficulties that prevent these students from succeeding in an occupational training program. A preassessment module will be developed and efforts made to improve staff competencies in identifying and dealing with student problems. Professional counseling services will be made available on a weekly basis at each of the three participating schools to work with staff and students. It is anticipated that this project will provide a systematic design for identifying student needs which impede their success in occupational programs, a workable plan to enhance student ability and progress, and a staff with increased skills in meeting student needs to minimize the dropout rate.

000680

Development, Field Test, and Dissemination of a Comprehensive Curriculum Guide in Exploratory Business.
Project Director: Clayton, Dean; Ruby, Ralph
Organization: Arkansas University, Fayetteville, AR
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Contract/Control No.: C7783
Funding Period: Start Date 01 Jul 77; End Date 30 Sep 78
Fiscal Year Funding: $18,250
Descriptors: *Business Education, *Business Skills, *Curriculum Guides, *Instructional Materials, *Performance Based Education, Accounting, Business Education Teachers, Clerical Occupations, Curriculum Development, Data Processing, Formative Evaluation, Management, Marketing, Secretaries
Identifiers: State, Proposal

This research and development project will develop and field test instructional materials for an exploratory business curriculum guide, utilizing the Mid-American Vocational Curriculum Consortium format. It will coordinate, develop and implement competency-based materials designed to maximize students' experiences and competencies in four clusters of business education: management and finance, accounting and data processing, marketing and sales, and secretarial and clerical skills. The format of the project includes two workshops, field tests and follow-up seminars.

Exemplary and Innovative (Sec. 132)

000683

Broadening Occupations, Aspirations and Opportunities for Youth.
Project Director: Taylor, Martha
Organization: Little Rock Public Schools, Little Rock, AR 72201
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Contract/Control No.: D7631 (3394)
Funding Period: Start Date 01 Jul 76; End Date 30 Jun 79
Fiscal Year Funding: $14,638
Descriptors: *Career Awareness, *Disadvantaged Youth, *Dropout Prevention, *Job Placement, *Occupational Guidance, *Student Recruitment, Area Vocational Schools, Career Planning, Elementary Secondary Education, Equal Education, Experiential Learning, Job Skills, Occupational Information, Student Placement, Work Attitudes
Identifiers: State, Proposal

A student recruiting specialist will assist in promoting student enrollment in vocational and technical education programs, thus establishing a model for student recruitment procedures. Job placement and counseling services will be offered to disadvantaged students who are potential dropouts. The career guidance components of the project include the development of materials and information for course selection and student placement at the secondary school level. Group and individual counseling will be offered with emphasis on minority groups and equity for all. To increase students' understanding of the nature of work, career experience will include hands-on activities, guided tours, skilled demonstrations, and shadowing. Career planning and job search methods will be considered, and occupational information offered. For students grades 1-6, an elementary career awareness component will be offered. The components of this project, providing increased interest in the work of work and increased knowledge about occupational options, can be adopted at other area schools.

000682

Curriculum Development for Vocational Agriculture.
Project Director: Castleman, Clayton
Organization: Stuttgart School District, Stuttgart, AR 72160
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Contract/Control No.: 07632 (2355)
Funding Period: Start Date 01 Jul 76; End Date 30 Jun 79
Fiscal Year Funding: $43,211
Descriptors: *Agricultural Occupations, *Curriculum Guides, *Inservice Teacher Education, *Skill, Agricultural Education, Agricultural Skills, Community Involvement, Curriculum Development, Horticulture, Information Dissemination
Identifiers: State, Proposal

Production, and Horticulture. These guides will be written, field tested, reviewed by an advisory committee and then rewritten and finalized for availability to all agriculture education programs in Arkansas and surrounding states through the Mid-America Vocational Curriculum Consortia. Inservice training will be provided to facilitate the acquisition of these skills necessary to teach and develop curriculum in highly specialized agricultural areas. Additional inservice programs and workshops will be offered to teachers from other districts to update and evaluate the curriculum guides. Efforts will be made to obtain community involvement. A transportable model to develop and update curriculum guides based on present and future job market needs will result from the project.

000681

Specific Career Orientation Readiness.
Project Director: Bryant, Marilyn
Organization: Gateway Vocational Technical School, Batesville, AR 72501
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Contract/Control No.: D7832 (3392)
Funding Period: Start Date 15 Nov 77; End Date 01 Nov 80
Fiscal Year Funding: $19,853
Descriptors: *Career Education, *Dropout Prevention, *Student Evaluation, *Success Factors, *Vocational Aptitude, *Working Sample Tests, Access to Education, Area Vocational Schools, Careeer Choice, Career Planning, Equal Education, Material Development, Nondiscriminatory Education, Staff Improvement, Student Needs

Identifiers: State, Proposal

Potential Gateway Technical School students will be assisted in making career training decisions, thus reducing the high percentage of students who discontinue vocational training before program completion. A pre-enrollment aptitude evaluation program will be developed and implemented for each training area. Orientation materials will then be developed to acquaint potential students with career field prior to enrollment. Efforts will be made to create an awareness of nontraditional roles and to promote equal access to the vocational programs. The job sampling standards needed to determine the applicant's aptitude for a given area will be established. Staff competencies in aiding students in career decision making and in identifying, solving, or referring student needs to other identifying, solving, or referring student needs to other guidance services will be improved. In order to fill test job sampling tasks and other pre-enrollment activities, other vocational schools in Arkansas will participate in the project.

CALIFORNIA

Research (Sec. 131)

000715

Research for Women: Sex Stereotyping, Nontraditional Jobs, and Vocational Training.

Project Director: McClure, Jesse F.; Hamilton, Gilbert

Organization: California State Department of Education, 6000 J Street, Adm. 169, Sacramento, CA 98519

Sponsoring Agency: California State Dept. of Education, Sacramento

Contract/Control No.: 8105

Funding Period: Start Date 01 Apr 78; End Date 30 Jun 79

Fiscal Year Funding: $65,000

Descriptors: *Educational Programs, *Feasibility Studies, *Females, *Nontraditional Occupations, *Sex Stereotypes, Apprenticeships, Economically Disadvantaged, Economic Climate, Housewives, Job Skills, Minority Groups, Nontraditional Students, Sex Fairness, Skill Development, Welfare Recipients

Identifiers: State, Proposal, *Work Incentive Program

A study will be conducted to examine and analyze the feasibility of developing a training program for work incentive (WIN) program recipients and displaced homemakers (i. e. poor and minority women) to reduce barriers to employment of women in nontraditional jobs. Analysis will be made of the economic trends related to the shifting employment of women from traditional to nontraditional occupations and the barriers such as lack of educational skills and training, and job discrimination, which prevent women from entering the occupations. The research premise is that the barriers preventing women from employment in nontraditional areas such as craft, construction, mechanic, repair, and supervisory blue collar jobs can be remedied through a rigorous training program in work-related skills and union apprenticeship programs. If results support the premise, a demonstration project will be implemented to increase the employability of female WIN and displaced homemaker participants.

000708

Evaluation Model for Vocational Education Programs for the Handicapped.

Project Director: Miltenberger, Jerry L.

Organization: Fullerton Union High School District, 2600 East Nutwood Avenue, Fullerton, CA 92631

Sponsoring Agency: California State Dept. of Education, Sacramento

Contract/Control No.: 146

Funding Period: Start Date 01 Apr 78; End Date 30 Jun 79

Fiscal Year Funding: $53,183

Descriptors: *Cost Effectiveness, *Evaluation Methods, *Handicapped Students, *Models, *Program Development, *Program Evaluation, Evaluation Criteria, Parent Attitudes, Seminars, Stereotypes, Success Factors, Workshops

Identifiers: State, Proposal

A model for evaluating vocational education programs for the handicapped will be developed using previously developed success criteria in conjunction with process and impact evaluation strategies and cost analysis procedures. Vocational education programs for the handicapped in seven school districts will be surveyed and program costs examined to relate program success to cost factors. The research team will examine parental attitudes toward programs for the handicapped and address stereotyping of the handicapped. The resulting evaluation model will include methods for conducting process and impact evaluation and cost analyses. A monograph of the implementation and applications of the evaluative model will be provided as well as workshops held at ten locations throughout the state to train vocational educators in the use of the model.

000707

Development of the California Occupational Information System (COIS).

Project Director: Van Zant, John

Organization: Ventura County Superintendent of Schools, County Office Building, Ventura, CA 93009

Sponsoring Agency: California State Dept. of Education, Sacramento

Contract/Control No.: 030

Funding Period: Start Date 01 Dec 77; End Date 30 May 78

Fiscal Year Funding: $80,000

Descriptors: *Computer Programs, *Data Bases, *Management Information Systems, *Needs Assessment, *Occupational Information, Data Collection, Program Development

Identifiers: State, Proposal

Current California Manpower Management Information System (CMMIS) activities will be transferred to and adapted by the federally mandated State Occupational Information System (SOIS) established by this project. Activities will include identification of data needs, adoption of the data base, development of a data dictionary and data collection instruments, and design of various output reports. A computer needs assessment will be a major focus.

000713

National Occupational Information Coordinating Committee (NOICC) Priority Developmental Projects.

Project Director: Van Zant, John

Organization: Ventura County Superintendent of Schools, 535 E. Main Street, Ventura, CA 93009

Sponsoring Agency: California State Dept. of Education, Sacramento

Contract/Control No.: 020

Funding Period: Start Date 01 Jul 77; End Date 30 Jun 78

Fiscal Year Funding: $100,000

Descriptors: *Information Networks, *Information Utilization, *Interagency Coordination, *Management Information Systems, *Occupational Information, *Publications, Guides, Organizational Communication, Pamphlets, Workshops

Identifiers: State, Proposal

The purpose of NOICC is to improve the coordination and communication in the use of occupational information by vocational education and CETA planners, administrators, researchers, and others, and to work with and fund State Occupational Information Coordinating Committees (SOICCs). The Ventura County superintendent of schools office will serve as the prime contractor in this project to gather and consolidate existing procedures, methods, concepts, and definitions as they relate to NOICC responsibilities in the following six priority areas: (1) a handbook and visual aids for SOICC training workshops, (2) an inventory of state and local occupational information system efforts, (3) a NOICC brochure, (4) NOICC seminars and symposiums, (5) an inventory of NOICC related federal activities, and (6) a compendium of NOICC-related systems and terms. Project activities will be coordinated between project staff and NOICC staff and, as appropriate, with Vocational Education Data System (VEDS) staff. NOICC staff will monitor the project through regular staff meetings.

000714

Research Design and Development of a One Year and Five Year

Comprehensive Plan for California Business Edcuation.
Project Director: Maxwell, G.W
Organization: San Jose State College, San Jose, CA 95192
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 60-10000-3-8-212
Funding Period: Start Date 01 Apr 78; End Date 30 Jun 79
Fiscal Year Funding: $74,498
Descriptors: *Business Education, *Distributive Education, *Educational Research, * *Office Occupations Education, *Program Development, School Industry Relationship
Identifiers: State, Proposal

A one-year and five-year state-wide plan to meet the needs of office and distributive education programs will be developed. Project staff will conduct research and involve the business community in developing this plan.

000710

Identification of Curriculum and Services Necessary to Train Students for New and Emerging Manpower Needs and Job Opportunities: A Model System.
Project Director: MacLain, Nancy
Organization: Orange County Department of Education, PO Box 11846, 1300 S. Grand, Santa Ana, CA 92711
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 842
Funding Period: Start Date 01 Apr 78; End Date 01 Mar 79
Fiscal Year Funding: $38,772
Descriptors: *Curriculum Planning, *Educational Needs, *Employment Opportunities, * *Performance Based Education, *Task Analysis, Disadvantaged Youth, Handicapped Students, Job Skills, Job Training, Sex Fairness
Identifiers: State, Proposal, Emerging Occupations

A system capable of state-wide adaptation will be established to identify the vocational education curricula and services necessary to train students for new and emerging occupations. Project staff will identify the subject occupations, identify required competencies, evaluate existing curriculum and services for their relevance to training requirements of the new occupations, and provide resources to vocational program planners for development of additional curriculum and services. A concrete analysis of actual task performance will focus on the real skills, knowledge, and attitudes essential to the job and thereby help eliminate artificial barriers against women and handicapped and disadvantaged persons.

000712

Maintenance and Development of the California Manpower Management Information System.
Project Director: Van Zant, John
Organization: Ventura County Superintendent of School, County Office Building, Ventura, CA 93009
Sponsoring Agency: California State Dept. of Education, Sacramento
Funding Period: Start Date 01 Sep 77; End Date 31 Dec 78
Fiscal Year Funding: $250,000
Descriptors: *Access to Education, *Cost Effectiveness, *Information Dissemination. *Management Information systems, *Occupational Information, *Sex Fairness, Job Skills, Program Evaluation, Sex Discrimination, Sex Stereotypes, Task Performance
Identifiers: State, Proposal

The development, implementation, and dissemination activities of the California Manpower Management Information System (CMMIS) will be continued. CMMIS will be renamed the California Occupational Information System (COIS). Four major priority areas will be the availability of occupational education, the occurrence of sex bias and stereotyping in vocational education, a cost analysis of vocational education, and the performance requirements of jobs and vocational education programs. Data collection procedures will be modified to provide continuous decision making information on the availability of vocational education to California residents. Data will be provided on the accessibility of programs and services to persons according to age, sex, race, geographical location, types of programs or services, and physical, academic, or economic handicaps. A sub-system will be designed to provide for continuous assessment of the state's progress in reducing sex bias, sex stereotyping, and sex discrimination in vocational education. Data collection procedures will also be modified to provide continuous information related to the costs of vocational education programs and services in California.

000711

Identify, Analyze, and Disseminate Information about Opportunities for Males and Females in Nontraditional Occupations.
Project Director: Carvell, Fred
Organization: Carvell Education Management Planning, PO Box 531, Los Altos, CA 94022
Sponsoring Agency: California State Dept. of Education, Sacramento
Funding Period: Start Date 01 Apr 78; End Date 30 Jun 79
Fiscal Year Funding: $43,000
Descriptors: *Employment Opportunities, *Employment Trends, *Information Dissemination, *Nontraditional Occupations, *Occupational Information, *Work Attitudes, Curriculum Research, Employment Patterns, Publicize
Identifiers: State, Proposal

Data about opportunities in nontraditional occupations will be identified, analyzed and disseminated. A comprehensive research effort will identify employment patterns and trends in California and define nontraditional occupations. Factual and attitudinal information about such job opportunities will be analyzed and the demands and impact of nontraditional occupations on the men and women who hold them will be described. Finally, information will be assembled, packaged, and disseminated to teachers, counselors, and students involved in preparatory programs for nontraditional occupations. Data collection procedures will involve onsite visits to selected vocational education programs at the secondary level, ROC/Ps, community colleges, and other training agencies. In-depth interviews will be held with men and women in nontraditional occupations in selected firms and organizations. Final products will include a technical report for the state containing findings and suggestions for future curriculum and counseling priorities; 250 copies of an illustrated manual for use by classroom teachers, counselors, and students; and excerpts. An optional final phase of the project will involve an organized promotion and distributuion of the materials to interested vocational programs in the state.

000704

California State-Wide Dissemination System for Vocational Education.
Project Director: Darling, Robert; Morris, William
Organization: California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 60-10000-3-8-828
Funding Period: Start Date 01 Apr 78; End Date 30 Jun 79
Fiscal Year Funding: $128,893
Descriptors: *Delivery Systems, *Information Dissemination, *Management Information System, *Program Evaluation, *Program Planning
Identifiers: State, Proposal

Existing and needed dissemination activities and resources will be identified and integrated into a state-wide system responsive to the local school level. Goals include assessing the characteristics of current dissemination activities, developing a dissemination model, developing a communication system within the state department of education whereby key agents or units can share and plan disseminaton activities and resources, identifying implementation strategies for a dissemination model, and evaluating the products and services of an ongoing dissemination system.

000706

Dissemination through Use of Peer Consultants.
Project Director: Colt, Irvin
Organization: Mount San Antonio College, 1100 North Grand

Avenue, Walnut, CA 91789
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 407
Funding Period: Start Date 01 May 78; End Date 30 Jun 79
Fiscal Year Funding: $33,199
Descriptors: *Community Colleges, *Consultants, *Delivery Systems, *Human Resources, *Information Dissemination, *Peer Evaluation, Program Development, Program Effectiveness
Identifiers: State, Proposal

In order to provide more systematic dissemination of programs and services in the state, this project proposes to establish a list of vocational experts in the community colleges to serve as peer consultants. These experts will be identified with the help of college administrators and leaders in professional organizations; they will help districts and colleges implement new programs and services and contribute to more rapid dissemination of exemplary programs and services. After the list is established, college administrators will be informed of the services and how they may apply to receive them. State staff will meet with peer consultants and review procedures. The consultants will report their findings and present an evaluation of their activities to state staff. The district will also evaluate the service received from the consultant. The recommendations made by the consultants will be reviewed by state staff and sent to the district for implementation.

000705

Developing a Supplementary Vocational Student Information System.
Project Director: Sheldon, M. Stephen
Organization: Center for Study of Community Colleges, 6201 Winnetka Avenue, Woodland Hills, CA 91371
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 453
Funding Period: Start Date 01 May 78; End Date 30 Jun 79
Fiscal Year Funding: $125,400
Descriptors: *Community Colleges, *Information Systems, *Longitudinal Studies, *Program Development, *Student Attitudes, *Student Evaluation, Enrollment Influences, Student Adjustment, Student Needs
Identifiers: State, Proposal

A set of procedures will be field tested to obtain rapid and complete answers about students that cannot be found in computerized data banks now in use. A project leader in ten representative junior colleges will be trained to conduct a longitudinal study using small-sampling procedures. The quality of the samples will be checked by comparing demographic variables of selected students with the population from which they were drawn. Participating students will be interviewed on a predetermined schedule regarding their aspirations, perceptions about the college and its programs, reasons for success or failure in work settings, reasons for staying in or dropping out of school, and desires for further training. In addition, answers will be sought to the following questions: To what extent does sex or ethnic bias inhibit enrollments in certain programs? Are limited English speaking or non-English speaking students subtly but effectively encouraged to drop out? Are instructional procedures improper for certain types of students? How can curriculum be modified so that more students succeed? State-wide reports will be issued from combined individual college reports. By the end of the project's first year, it should be determined whether the small-sample, longitudinal approach is appropriate and feasible for gathering state-wide data for supplying the chancellor's office with information to assist colleges, for reporting to federal agencies, and for guiding other state organizations in influencing needed legislation.

000709

Home Study Courses/Programs Needs Assessment for Occupational Education—Phase I.
Project Director: Beam, Roger D.
Organization: Cerritos College, 11110 E. Alondra Boulevard, Norwalk, CA 90650
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 419
Funding Period: Start Date 01 Mar 78; End Date 30 Jun 79
Fiscal Year Funding: $13,400
Descriptors: *Educational Alternatives, *Educational Needs, *Feasibility Studies, * *Home Study, *Needs Assessment, *Nontraditional Students, Community Colleges, Correspondence Study, Delivery Systems, Educational Research
Identifiers: State, Proposal

A needs assessment to research community interest in home study courses for occupational education will be conducted. Phase I of the project will test the thesis that many persons, including single parents, disadvantaged, and handicapped, today lack the time and financial resources required for traditional college programs and need alternative educational delivery systems. Project findings will be disseminated state-wide to assist other districts.

000716

Study of Word Processing Competencies with Implications for Training of Handicapped/Disadvantaged Students.
Project Director: Robison, Shelba
Organization: Saddleback Community College, 28000 Marguerite Parkway, Mission Viejo, CA 92675
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 425
Funding Period: Start Date 10 Apr 78; End Date 30 Jun 79
Fiscal Year Funding: $21,631
Descriptors: *Curriculum Research, *Data Processing Occupations, *Disadvantaged Youth, *Handicapped Students, *Student Needs, Community Colleges, Office Occupations Education, Postsecondary Education, Sex Fairness, Sex Stereotypes
Identifiers: State, Proposal

This project will elicit the necessary data and then develop a word-processing curriculum that will better serve the needs of handicapped and disadvantaged students. The conclusions and recommendations resulting from the study will help to eliminate the void of information regarding the word processing phase of office education. Results will be made available to other community colleges and training institutions through publications and the development of media production. Also emphasized in the project will be the elimination of sex bias and stereotyping. The evaluation process will be integrated into the total project.

000719

Merging Occupations in Agriculture: Impact upon Curriculum and People.
Project Director: Thompson, O.E
Organization: California University, Davis, CA 95616
Sponsoring Agency: California State Dept. of Education, Sacramento
Funding Period: Start Date 01 Apr 78; End Date 30 Jun 79
Fiscal Year Funding: $19,270
Descriptors: *Agricultural Occupations, *Agricultural Skills, *Disadvantaged Groups, *Females, *Guidelines, *Nondiscriminatory Education, Agribusiness, Agricultural Education, Community Colleges, Employment Opportunities, Job Skills, Mexican Americans, Secondary Education
Identifiers: State, Proposal

Components of this project will include (1) providing curriculum guidelines for agricultural educators based on a study of the attitudes of farm operators and agribusiness managers regarding the employment of females and the disadvantaged, (2) identifying barriers that hinder females and the disadvantaged from entering employment at other than low-skilled levels and reviewing instructional materials to identify sex bias and stereotyping, and (3) testing models for increasing the employment of females and the disadvantaged in the upper levels of agriculture. Agricultural teachers and administrators at the secondary and community college levels will be involved in all phases of the project, and other state and federal agencies dealing with employment and training of agricultural workers will be involved to ensure that the findings and recommendations will be incorporated into the educational system.

Exemplary and Innovative (Sec. 132)

000699

Strengthening Reading and Writing Skills of Technical Vocational Students through a Cooperative Campaign Conducted by Language Arts and Technical Vocational Instructors.

Project Director: Collins, Charles C.
Organization: Contra Costa College, 500 Court Street, Martinez, CA 94553
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 457
Funding Period: Start Date 01 Feb 78; End Date 30 Jun 79
Fiscal Year Funding: $28,730
Descriptors: *Interdisciplinary Approach, *Language Skills, *Reading Instruction, * *Skill Development, Program Evaluation, Reading Skills, Writing Skills
Identifiers: State, Proposal

Improvement of the reading and writing skills of vocational students is the focus of this demonstration project. Language arts and vocational instructors will devise reading and writing tests relevant to the vocation studied. The language arts instructors will teach the vocational instructors how to teach reading and writing in the content of the vocational course and the vocational instructors will teach their language arts colleagues how to infuse vocational material into their reading and writing workshops. Special attention will be given to the problems of teaching the handicapped and efforts will be made to reduce sex and racial bias. The plan calls for the involvement of the feeder high schools, and invitational conference of community colleges for sharing project results, and a published end-of-grant monograph which will include a project evaluation.

000701

Proposal to Develop a Vocational Assessment System and Cooperative Work-Experience Model for Disabled Students.

Project Director: Hammer, Beverly
Organization: Peralta Community College System, 2020 Milvia Street, Berkeley, CA 94704
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 448
Funding Period: Start Date 01 Mar 78; End Date 30 Jun 79
Fiscal Year Funding: $76,000
Descriptors: *Cooperative Education, *Employment Potential, *Handicapped Students, *Job Skills, *Student Evaluation, *Work Experience Programs, Ancillary Services, On the Job Training, Postsecondary Education, Program Development, Sex Fairness, Student Needs
Identifiers: State, Proposal

A vocational assessment system and a cooperative work-experience model will be developed for disabled students enrolled at Peralta College for Non-Traditional Study. The vocational assessment system will be used to ascertain the competencies of the students and prescribe appropriate training. Students will be assessed on their own merits and qualifications; sex-role and competency bias will be eliminated. The work-experience model will involve locating placement sites in community work settings, developing procedures and goals, establishing contracts, and providing support seminars appropriate to the needs of disabled students. College staff will provide students with on-the-job supervision; employers will receive support services to maximize assimilation of students into the work setting. The efficiency and effectiveness of the procedures will be evaluated by an advisory committee, employers, and students. A project report describing the implementation and providing recommendations for replication will be disseminated.

000703

Continuation and Expansion of the California Landscape Placement Project to Include Electronics and Mechanized Agriculture.

Project Director: Holman, Howard
Organization: Butte Community College District, Route 1, Box 183A, Oroville, CA 95965
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 470
Funding Period: Start Date 01 Mar 78; End Date 30 Jun 79
Fiscal Year Funding: $28,080
Descriptors: *Agricultural Engineering, *Job Placement, *Job Training, *Landscaping, *School Industry Relationship, *Student Placement, Community Colleges, Curriculum Development, Educational Programs, Electronics Industry, Employment Opportunities, Employment Qualifications, Entry Workers, Job Market, Postsecondary Education
Identifiers: State, Proposal

Project activities will be continued to finalize the linkage of community college curriculum to entry-level job requirements of the landscape industry. The project will be expanded to include standardized curriculum, industry credibility, and student placement data for electronic and mechanized agriculture; it will be made self-supporting through student and industry participation and user financing.

000698

Vocational Education Youth Group Leadership Development.

Project Director: Davis, Jerry T.
Organization: Sierra College, 5000 Rocklin Road, Rocklin, CA 95677
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 172
Funding Period: Start Date 01 May 78; End Date 01 Dec 78
Fiscal Year Funding: $5,100
Descriptors: *Disadvantaged Youth, *Handicapped Students, *Leadership Training, *Peer Teaching, *Student Leadership, *Student Organizations, Community Colleges, Interagency Cooperation, Postsecondary Education, Student Projects, Workshops
Identifiers: State, Proposal, Future Farmers of America

Socioeconomically, economically, academically handicapped, and other handicapped and disadvantaged individuals from depressed urban and rural areas will be involved in vocational student organization leadership activities. State officers of the Future Farmers of America will train sixty students to conduct leadership development workshops in twenty-eight selected areas of the state. The cooperative project between a community college district and the Bureau of Agricultural Education will incorporate several innovative ideas, such as using peer instruction to increase involvement in vocational student organization activity, making teachers of the vocational students so they can effectively instruct their peers, using participants themselves as disseminators, eliciting cooperation and involvement from local education agencies and vocational teachers, having the design and procedure easily replicated, and using existing resources for a low operating cost.

000702

Cooperative Student Placement Service.

Project Director: Pratte, George
Organization: Santa Clara County Superintendent of Schools, 100 Skyport Avenue, San Jose, CA 95112
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 43-10439-3-8-832
Funding Period: Start Date 01 Apr 78; End Date 30 Sep 78
Fiscal Year Funding: $11,578
Descriptors: *Cooperative Programs, *Employment Services, *Job Placement, *Outreach Programs, *Student Placement, *Vocational Counseling, Community Colleges, Junior Colleges, Senior High Schools, Spanish Speaking

The project will expand operation of the Cooperative Student Placement Service (CSPS), begun in 1977 as a cooperative venture of two high school districts, a community college district, a regional occupational program (ROP) and two offices of the Employment Development Department. The area served by CSPS has a large number of Spanish speaking persons. The project aids students in fin-

ding jobs, provides counseling, and operates outreach placement offices on the high school campuses. The proposed expansion involves hiring a full-time job developer and liaison person who will expand contact with employers, vocational educatin graduates, and vocational education students as well as organize a job counseling resources and a "Job Fair" in the Spring of 1978. Materials necessary to accomplish these objectives will be organized and printed.

000717

Microcomputer-Based Tutorial and Career Guidance Services.
Project Director: Birch, Mary
Organization: Martinez Unified School District, 921 Susana Street, Martinez, CA 94553
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 07-61739-3-8-171
Funding Period: Start Date 01 Feb 78; End Date 01 Feb 79
Fiscal Year Funding: $24,992
Descriptors: *Computer Oriented Programs, *Disadvantaged Youth, *Handicapped Students, *Occupational Guidance, *Tutorial Programs, Individual Counseling, Individualized Programs, Non English Speaking, Secondary Education
Identifiers: State, Proposal, *Microcomputers, *Limited English Speaking

The project will provide individualized career guidance and tutorial systems through the use of microcomputers, thus demonstrating that smaller and less affluent school districts in California can offer the same programs that larger districts provide through large computer systems. Tutorial and career information computer programs will be written to meet the special needs of disadvantaged, handicapped, and limited or non-English speaking students as well as students in general. Programs locally developed for large computers will be rewritten to demonstrate the feasibility of transferring to floppy disks the Eureka career information stored in a large computer. These microcomputer programs will disseminate career information to improve decision making among the target group. The tutorial programs will enable disadvantaged, handicapped, and limited or non-English speaking students to improve basic skills to job entry level and also to become familiar with the specialized vocabulary of their vocational area and of the world of work. The microcomputer system will be implemented at the area high school in Martinez which will become a demonstration center as the program expands. The system will be made available to students attending continuation or adult schools and private area high schools. A third party evaluation will be conducted as well as additional appraisal by students and parents.

000700

State-wide Model for Vocational Education Student Job Placement Serivces.
Project Director: Crear, Vernon
Organization: San Bernadino County Superintendent of Schools, 602 S. Tippecanoe Avenue, San Bernadino, CA
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 204
Funding Period: Start Date 01 Apr 78; End Date 30 Jun 79
Fiscal Year Funding: $45,000
Descriptors: *Disadvantaged Youth, *Handicapped Students, *Interinstitutional Cooperation, *Job Placement, *Models, *Program Development, Inservice Teacher Education, Non English Speaking, Nontraditional Occupations, Statewide Planning, Student Placement
Identifiers: State, Proposal, Limited English Speaking

A model and guidelines for establishing a cooperative job placement service for special needs students will be developed through a working relationship among a secondary school district, a community college district, and a local employment development department office. Special needs students, (i. e. disadvantaged, handicapped, limited English speaking, non-English speaking, and those seeking nontraditional occupations) who have completed or are about to complete a vocational education program, will be assisted in entering the job market. The model will be developed and demonstrated in three sites—inner city, suburban, and rural—in the first of three planned phases for state-wide implementation. The second phase will involve field testing in a representative sample of sites with a strong inservice training component included. The third phase will consist of statewide dissemination through planned demonstration sites, inservice training activities.

000718

Mobile Food Service Catering Project.
Project Director: Bishop, Robert J.
Organization: Glenn County Schools, 525 West Sycamore Street, Willows, CA 95988
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 211
Funding Period: Start Date 01 Apr 78; End Date 30 Jun 79
Fiscal Year Funding: $35,000
Descriptors: *Disadvantaged Groups, *Food Service, *Mentally Handicapped, *Physically Handicapped, *Vocational Rehabilitation, Sheltered Workshops
Identifiers: State, Proposal, Caterers

In order to provide training for ten handicapped and disadvantaged persons, a mobile food service van will be operated to service agricultural employees in the Glenn County region. The food service van will travel throughout the Hamilton City and Orland areas providing beverages, snacks, sandwiches, and packaged meals to farm and orchard workers and employees of food processing plants. The food will be prepared in the existing commercial restaurant facility located at the Sheltered Work Activity Center in Orland. Project personnel will include persons who are mentally retarded, physically handicapped, or otherwise disabled. Eight Sheltered Work Acivity Center persons, most with prior food service training, will be employed in food preparation, packaging, and loading. The two van operators will be disadvantaged persons, preferably bilingual. When self-sustaining, the project will be integrated into the Sheltered Work Activity Center.

Curriculum Development (Sec. 133)

000689

Development of California Business Education Program Guide for Office and Distributive Occupations; Common Core Instructional Materials for Limited English Speaking, Spanish Speaking Populations.
Project Director: Dyer, Frank
Organization: Delano Joint Union High School District, 1331 Cecil Avenue, Delano, CA 93215
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 60-10000-3-8-213
Funding Period: Start Date 01 Apr 78; End Date 30 Jun 79
Fiscal Year Funding: $86,246
Descriptors: *Bilingual Education, *Distributive Education, *Instructional Materials, *Office Occupations Education, *Spanish Speaking, Business Education, Core Curriculum, Curriculum Development, Learning Modules, Multimedia Instruction, Performance Based Education, Workshops
Identifiers: State, Proposal

Multimedia instructional materials will be developed in Spanish to assist California local education agencies (LEAs) in implementation of the Common Core Units in Business Education (CCUBE) for limited English speaking (LES), Spanish speaking students. Project staff will (1) convert all CCUBE materials to the Spanish language; (2) prepare scripts and storyboards of all media productions in English and Spanish; (3) produce adequate copies of all written Spanish materials (master sets) and disseminate to requesting LEAs; (4) disseminate the Spanish media productions at competitive prices to requesting LEAs; and (5) train LEA personnel in the use of the Spanish CCUBE materials through workshops and demonstration programs.

000696

Curriculum Development for Distributive Education.

Project Director: Beall, Charles R.
Organization: California State University, 5151 State University Drive, Los Angeles, CA 90032
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 19-35044-3-8-8004
Funding Period: Start Date 01 Apr 78; End Date 30 Jun 79
Fiscal Year Funding: $53,198
Descriptors: *Cocurricular Activities, *Curriculum Guides, *Distributive Education. *Performance Based Education, *Teacher Developed Materials, Curriculum Development, Disadvantaged Youth, Handicapped Students, Inservice Teacher Education, Secondary Education, Sex Fairness, Student Needs, Student Organizations, Student Participation
Identifiers: State, Proposal, *Distributive Education Club of America

Competency-based distributive education curriculum will be developed to meet labor market needs for qualified distributive personnel with the skills, knowledge, and attitudes necessary for acquiring, adjusting to, and advancing in distributive occupations. The curriculum, written by teacher practitioners, will be field tested in five inner-city schools to determine the curriculum's effectiveness in meeting the special needs of disadvantaged and handicapped students. In addition, twenty-eight competency-based Distributive Education Clubs of America (DECA) competitive events will be developed by a teacher task force and pilot tested in a similar fashion. The DECA events will be implemented in eighty-five high schools, two districts, and two state career development conferences. Dissemination will be accomplished through inservice teacher training workshops and the delivery of the curriculum guide and DECA competency-based events to 200 California distributive education teachers. A third party will conduct a process and product evaluation with emphasis on ensuring that the products are free of sex bias and stereotyping.

000691

Curriculum Development in Office Education.

Project Director: Aiken, Brenton R.
Organization: California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 60-10000-3-8-261
Funding Period: Start Date 01 Apr 78; End Date 30 Jun 79
Fiscal Year Funding: $11,200
Descriptors: *Cocurricular Activities, *Curriculum Guides, *Inservice Teacher Education, *Office Occupations Education, *Performance Based Education, Curriculum Development, Secondary Education, Sex Fairness, Sex Stereotypes, Student Organizations, Student Participation
Identifiers: State, Proposal, Future Business Leaders of America

A task force of Future Business Leaders of America (FBLA) advisors will develop twenty-one competency-based competitive events for use in 154 California high schools. Inservice training will be provided to assist teachers in implementing the competitive events as a teaching strategy in office education programs. An FBLA competitive events handbook will be disseminated to each high school to further assist in program implementation. The project will aid in eliminating sex stereotyping by providing learning activities which encourage men to enroll and participte in FBLA activities. Project evaluation will include process and product evaluation by workshop participants, competitive events writers, students, and teachers.

000697

Consolidated Services Demonstration Project.

Project Director: Buchanan, James
Organization: Oxnard School District, 937 West Fifth Street, Oxnard, CA 93030
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 080
Funding Period: Start Date 01 Sep 77; End Date 30 Oct 78
Fiscal Year Funding: $30,000
Descriptors: *Ancillary Services, *Basic Skills, *Career Education, *Educationally Disadvantaged, *Occupational Guidance, *Prevocational Education, Community Involvement, Compensatory Education, Curriculum Development, Language Usage, Mathematics Instruction, Reading Instruction, Secondary Education, Staff Improvement, Student Needs
Identifiers: State, Proposal

Needs of educationally disadvantaged youth will be met by promoting their achievement in basic skills and their successful participation in a comprehensive career education program. The student needs include skill development in reading, language usage, and mathematical computations as well as extended career guidance opportunities. Basic skill courses will place a greater emphasis on career-related activities and on learning activities to improve success in prevocatinal education classes. Teaching strategies will increase emphasis on meeting the basic language, reading, and math needs of educationally disadvantaged students. Counseling and guidance functions will expand to provide more opportunities for career awareness, career exploration, and selection of courses. Project goals will be met through and increased use of current school and community resources involving local school leadership, cooperation between the compensatory and vocational education staff, and increased community involvement. Emphasis will be placed on curriculum revision and staff development. The project will provide a more equal opportunity for the educationally disadvantaged and a more effective program for all school youth.

000690

Development and Dissemination of Vocational Education Materials for Educationally Disadvantaged Persons.

Project Director: Bilek, Robert C.; Griffen, John C.
Organization: Salinas Union High School District, 431 West Alisal Street, Salinas, CA 93901
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 040
Funding Period: Start Date 01 Jan 78; End Date 30 Sep 78
Fiscal Year Funding: $30,000
Descriptors: *Basic Skills, *Career Education, *Educationally Disadvantaged, *Instructional Materials, *Prevocational Education, Career Awareness, Consumer Education, Curriculum Development, Decision Making, Secondary Education
Identifiers: State, Proposal

The project will produce vocationally oriented instructional materials for use with educationally disadvantaged youth. Vocational education teachers, along with teachers of basic skills classes, will cooperate in the development of the instructional materials. The instructional materials produced will include activities leading to the attainment of competencies needed for success in vocational programs and will also emphasize basic skill development. The materials will provide opportunities for the educationally disadvantaged student to become aware of vocations and careers, to attain selected consumer competencies, and to increase decision making skills. The products of the project will be published and made available to local educational agencies at cost of publication. All products will be described in project information packages prepared by the resource center and edited, published, and distributed by the state department of education. The project will receive both internal and third party external evaluations.

000695

Curriculum Development for Health Career Courses.

Project Director: Becket, James W.
Organization: Solano County School System, 655 Washington Street, Fairfield, CA 94533
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 48-10488-3-8-827
Funding Period: Start Date 01 Apr 78; End Date 30 Jun 79
Fiscal Year Funding: $51,269
Descriptors: *Curriculum Guides, *Health Occupations Education, *Health Personnel, *Paramedical Occupations, *Teacher Developed Materials, Curriculum Development, Dental Assistants, Disadvantaged Youth, Hospital Personnel, Medical Assistants, Nursing, Sex Fairness, Workshops

Identifiers: State, Proposal

Preliminary work on developing curriculum guides done at workshops attended by health occupations teaching and administrative personnel in June 1977 will be completed. Draft outline materials were developed in each of the four clusters of health occupations; dental auxiliary, nursing, medical assisting, and hospital health service. Project staff will develop these outlines into complete curriculum guides detailing goals, objectives, standards, and suggested teaching straegies for the clusters as well as some specific courses within the clusters. These materials will be free from sex bias and stereotyping and will include strategies to reduce the unbalanced ratios between the sexes in current health occupation enrollments. The guides also will contain strategies to help disadvantaged students enroll in, progress through, and be placed from health occupations courses. The materials will be field reviewed, revised and made available for use or further development. The project will be conducted through field site writing workshops headed by workshop facilitators and teachers from the subject areas.

000692

Electricity/Electronics Curriculum Guide Phase II (Instructional Modules) Levels I, II, III.

Project Director: Bush, Keith

Organization: East Side Union High School District, 12660 North Capitol Avenue, San Jose, CA 95133

Sponsoring Agency: California State Dept. of Education, Sacramento

Contract/Control No.: 43-69427-3-8-244

Funding Period: Start Date 01 Apr 78; End Date 30 Jun 79

Fiscal Year Funding: $40,000

Descriptors: *Curriculum Guides, *Electricity, *Electronics, *Learning Modules, *Performance Based Education, Curriculum Development, Individualized Instruction, Industrial Education, Instructional Materials, Job Skills, Secondary Education, State Curriculum Guides

Identifiers: State, Proposal

In Phase II of this project, individualized instructional learning modules for levels I, II, and III (grades 8-10) will be developed which will complete the project at three of the four levels of instruction (grades 7-14) for which state curriculum outlines, centered on a competency-based cluster approach, were developed in Phase I. The learning modules for approximately sixty major curriculum topics in these levels will contain instructional materials for both student and teacher, will be designed to be directly infused into existing classroom programs, and will provide students with necessary competencies for entry-level occupations or technical specialization. The results of a needs assessment survey conducted during Phase I will be used as the foundation for Phase II. The developed curriculum will provide an updated, articulated, and cohesive program of instruction; allow for maximum student mobility because of standardization; avoid duplication of high-cost instruction; and meet the needs of industry.

000688

Development of Attitudinal Skills.

Organization: Ceres Unified School District, P.O. Box 307, Ceres, CA 95307

Sponsoring Agency: California State Dept. of Education, Sacramento

Contract/Control No.: 50-71043-3-8-223

Funding Period: Start Date 01 Mar 78; End Date 30 Jun 79

Fiscal Year Funding: $45,338

Descriptors: *Curriculum Guides, *Employer Attitudes, *Individual Characteristics, *Vocational Adjustment, *Work Attitudes, Affirmative Action, Curriculum Development, Disadvantaged Youth, Handicapped Students, Learning Activities, Secondary Education, Sex Fairness, Student Evaluation

Identifiers: State, Proposal

A curriculum model will be developed for guiding vocational teachers in helping students acquire attitudes, behaviors, and personal characteristics valued by employers. The model will contain measurable objectives and evaluation instruments for each of the identified attitudes, behaviors, and personal characteristics. Sample learning activities also will be included. Special emphasis will be placed on meeting the needs of the handicapped and disadvantaged student. The completed model will be sex fair and bias free and an affirmative action teaching strategy will be developed to identify areas requiring extra effort due to sex, race, or other stereotypes. Employers, teachers, and students from two Regional Adult and Vocational Education Council (RAVEC) areas will develop the curriculum model which will then be field tested, evaluated, and the results analyzed statistically. Revision will correct deficiencies, and the revised model and statistical analysis will be disseminated statewide.

000685

Office Skills for LES/NES Students.

Project Director: Buchanan, James W.

Organization: Oxnard School District, 937 West Fifth Street, Oxnard, CA 93030

Sponsoring Agency: California State Dept. of Education, Sacramento

Contract/Control No.: 56-72546-3-8-179

Funding Period: Start Date 28 Aug 77; End Date 09 Jun 78

Fiscal Year Funding: $7,500

Descriptors: *Business Skills, *Educational Strategies, *Non English Speaking, *Office Occupations Education, Continuous Progress Plan, Curriculum Development, Diagnostic Teaching, Individualized Instruction, Pacing, Secondary Education, Sex Fairness

Identifiers: State, Proposal, Limited English Speaking, Open Entry Open Exit

An office skills class designed to be of equal value to boys and girls will be offered to limited English speaking and non-English speaking students (LES/NES). Personalized instruction in basic office skills will involve diagnosing, prescribing, motivating, and pacing. Classroom strategies will include open entry/open exit, continuous progress, and self-paced instruction. Products and techniques used will be disseminated to other local education agencies.

000721

Project EXCITE.

Project Director: Vaughan, Glenn

Organization: Santa Clara County Superintendent of Schools, 100 Skyport Drive, San Jose, CA 95110

Sponsoring Agency: California State Dept. of Education, Sacramento

Contract/Control No.: 43-10439-3-8-833

Funding Period: Start Date 01 Apr 78; End Date 30 Jun 79

Fiscal Year Funding: $73,307

Descriptors: *Articulation Program, *Computer Managed Instruction, *Equipment Maintenance, *Guidance Programs, *Technical Occupations, *Videodisc Recordings, Curriculum Development, Job Skills, Labor Market, Learning Modules, Machine Repairmen, Manpower Needs, Performance Based Education, Postsecondary Education, Task Analysis, Task Performance

Identifiers: State, Proposal

An articulated vocational curriculum in maintenance technicians occupations with a computer/videodisc instructional guidance system will be developed between two levels of training at the San Jose Regional Center and the San Jose Community College. Analysis of local employer needs will include a detailed labor market study and an employer-ranked task and skill inventory for the maintenance occupations cluster. Onsite occupational task analysis will be conducted as well as an analysis of skills being taught in the classroom. Based on these analyses, task packets will be developed for nine skill areas not presently included in the local curricula. The guidance component will be a prototype demonstration of the computerized videodisc for guidance and instruction. Advantages of the videodisc are multimedia storage, rapid information access, and low-cost mastering, playback, and replication. The curriculum development model and guidance component will be designed for state-wide dissemination.

000686

Instructional Materials Program—Phase I and Phase II.

Project Director: LaMarine, Steven C.

Organization: California Polytechnic State University, San Luis

Obispo, CA 93407
Sponsoring Agency: *California State Dept. of Education, Sacramento*
Contract/Control No.: 40-30569-3-8-810
Funding Period: Start Date 01 Apr 78; End Date 30 Jun 79
Fiscal Year Funding: $85,000
Descriptors: *Instructional Materials, *Performance Based Education, *Vocational Agriculture, Community Colleges, Curriculum Development, Disadvantaged Youth, Formative Evaluation, Handicapped Students, Postsecondary Education, Secondary Education, Sex Fairness, Summative Evaluation
Identifiers: State, Proposal

A competency-based curriculum material development effort in vocational agriculture will be conducted which will address the needs of secondary and community college students with additional emphasis on disadvantaged and handicapped students. Vocational Education Productions (VEP) at California Polytechnic State University will be assisted by the instructional materials program field advisory committee to select curriculum materials for development from pre-production to reproduction. Formative and summative evalution data will be provided, and the target audience will be sampled to assess VEP's effectiveness in eliminating sex bias and stereotyping from the material to be produced.

000720

Project Open Shop.
Project Director: Roberts, Frank C.
Organization: Antelope Valley College, 3041 West Avenue K, Lancaster, CA 93534
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 458
Funding Period: Start Date 01 Feb 78; End Date 01 Jun 79
Fiscal Year Funding: $18,296
Descriptors: *Auto Mechanics Occupation, *Performance Based Education, *School Shops, *Trade and Industrial Education, *Welding, Curriculum Development, Educational Strategies, Individualized Instruction, Multimedia Instruction, Postsecondary Education, Sex Fairness
Identifiers: State, Proposal, Open Entry Open Exit

Features of two models of instruction will be combined in a overlay system under a single instructor in order to improve trade and industry offerings in introductory auto mechanics and basic welding at Antelope Valley College. Open entry/open exit with credit for completing competency-based units of instruction, and lecture/laboratory and individualized multimedia instructional modes covering the same material will be used with some branching in the individualized system to allow for skill deficiencies. Students enrolling late will enter the self-instructional mode and thus prepare for entry into the conventional lecture/laboratory component. A college-wide occupational education sex stereotype committee will be formed to evaluate the system and materials for sex bias; recruitment also will compensate for sex stereotyping. The system plan will be derived from a survey and adaptation of learning schemes operating in the state.

000687

Fire Prevention Officer—Competency-Based Standards and Curriculum.
Project Director: Egan, Bob
Organization: San Jose Community College District, 4750 Felipe Road, San Jose, CA 95121
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 199
Funding Period: Start Date 01 Apr 78; End Date 30 Jun 79
Fiscal Year Funding: $11,000
Descriptors: *Employment Qualifications, *Fire Protection, *Instructional Materials, *Nontraditional Occupations, *Performance Based Education, *Sex Fairness, Continuous Progress Plan, Curriculum Development, Educational Strategies, Females, Individualized Instruction, Performance Criteria, Service Occupations, Sex Stereotypes, Standards
Identifiers: State, Proposal

To facilitate both sexes' entry into and progress within the fire prevention field, a complete listing of minimum performance standards will be established for three career levels in the field. An accompanying competency-based curriculum will be developed, featuring personalized instruction, continuous progress, self-pacing and diagnostic activities. Creating these instructional materials will help overcome sexual bias and stereotyping and will assist women seeking employment in a nontraditional field. The materials will be disseminated to fire service and educational agencies throughout California.

000751

Vocational Education Needs Assessment Project.
Project Director: Johnson, Louis; McIntyre, Chuck
Organization: Los Rio Community College District, 1919 Spanos Court, Sacramento, CA 95825
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 440
Funding Period: Start Date 15 May 78; End Date 30 Jun 79
Fiscal Year Funding: $75,600
Descriptors: *Disadvantaged Groups, *Educational Assessment, *Educational Needs, *Curriuclum Planning, *State Surveys, *Test Construction, Community Colleges, Curriculum Development, Curriculum Research, Handicapped Students, Non English Speaking, Nontraditional Occupations, Nontraditional Students, Occupational Aspiration, Sex Fairness, Vocational Interests
Identifiers: State, Proposal, Limited English Speaking

To improve state- and regional-level planning and policy making, assist local curriculum planning and development, and identify barriers to vocational education in order to develop curriculum for disadvantaged, handicapped, limited and non-English speaking students, for both male and females in an effort to eliminate sex bias and stereotyping, for homemakers reentering the job market, and for those seeking nontraditional employment opportunities, the following activities will be conducted. A representative sample of 3,000 Californians will be questioned about their interest in community college vocational education programs (whether for first employment, retraining, or upgrading) and their specific occupational objectives. The survey questions and results will be expanded and assessment tolls will be developed for testing in two standard metropolitan statistical areas (SMSA). Based on test results, the tools will be refined and then disseminated to districts through a series of publications, workshops, and seminars.

000693

Development of Curriculum for a Nontraditional Machine Tool Technology Program Accessible to the Physically Handicapped.
Project Director: Brown, Robert N.
Organization: Chabot College, 2555 Hesperian Boulevard, Hayward, CA 94545
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 439
Funding Period: Start Date 01 Feb 78; End Date 30 Jun 79
Fiscal Year Funding: $59,877
Descriptors: *Computer Programs, *Employment Opportunities, *Handicapped Students, *Machine Tool Operators, *Numerical Control, *Physically Handicapped, Community Colleges, Curriculum Development, Job Placement, Postsecondary Education
Identifiers: State, Proposal

To meet the vocational education needs of the physically handicapped and provide mainstream job opportunities, curriculum will be developed for a program at Chabot College in numerical control machining. Numerical control machining links computers to the operation and control of machines in industry and is readily adaptable to the job needs and abilities of the physically handicapped. Methods will be developed to counsel, train, and place handicapped applicants with companies in the San Francisco Bay area. The project will involve a training computer and student terminals, consultation with companies versed in teaching numerical control machining, consultation with the Center for Independent Living for guidance in dealing with the handicapped student, and software consultations and com-

puter program writing. The project will be developed in concert with a community college and a regional occupational center. Findings will be made available to all schools throughout the state.

000684

Model Bilingual Medical/Dental Receptionist Program.

Project Director: Barrios, Mario J.
Organization: San Francisco Community College, 33 Gough Street, San Francisco, CA 94103
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 443
Funding Period: Start Date 01 Feb 78; End Date 28 Feb 79
Fiscal Year Funding: $24,886
Descriptors: *Bilingual Education, *Dental Assistants, *Medical Assistants, *Receptionists, *Spanish Speaking, Adult Vocational Education, Curriculum Development, Economically Disadvantaged, Educational Needs, Job Placement, Non English Speaking, Program Development, Sex Fairness
Identifiers: State, Proposal, Limited English Speaking

The project will develop a model bilingual medical and dental clerical program for limited and non-English speaking (LES/NES) persons to be implemented by the San Francisco Community College District at its Mission Center site. The model curriculum will be used to train twenty-five Spanish bilingual men and women as medical or dental receptionists. They will then be placed in job positions in San Fransisco and the Bay area. The curriculum will be free of sex bias and suitable for the educational needs of the LES and NES Spanish speakers of San Francisco. The implemented program will recruit and train economically disadvantaged and unskilled Spanish bilingual adults.

000694

Curriculum Development for Water and Wastewater Treatment Plant Operators.

Project Director: Jackson, Kenneth T.
Organization: Contra Costa College, San Pablo, CA 94806
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 436
Funding Period: Start Date 01 Jan 78; End Date 31 May 79
Fiscal Year Funding: $39,310
Descriptors: *Educational Programs, *Learning Modules, *Technical Occupations, *Waste Disposal, *Water Pollution Control, Affirmative Action, Curriculum Development, Recycling, Sex Fairness, Water Resources
Identifiers: State, Proposal, Waste Water Treatment Plant Personnel

A standardized curriculum will be developed to provide water and wastewater treatment plant operators with remedial and advanced training. The curriculum will contain a series of training modules which permit flexibility and responsiveness to five levels of operator certification, to changing technology, to learning abilities and needs of students, and to the needs of females and minorities. The Joint Education Committee of the California Water Pollution Control Association and the California Section of the American Water Works Association will serve as project advisors and evaluators. Consultants from the industry and education sectors will provide technical expertise. An effort will be made to overcome the present poor representation of females and minorities in the industry.

COLORADO

Research (Sec. 131)

000724

To Improve Postsecondary Vocational Funding.

Project Director: Stoddard, Jack
Organization: Larimer County Vocational Technical Center, PO Box 2397, Fort Collins, CO 80522
Sponsoring Agency: Colorado State Dept. of Education, Denver
Contract/Control No.: 78R-03
Funding Period: Start Date 01 Apr 78; End Date 31 Dec 78
Fiscal Year Funding: $4,039
Descriptors: *Data Bases, *Data Collection, *Educational Administration, *Educational Finance, *Financial Support, *Postsecondary Education, Decision Making, Educational Planning, Finance Reform, Fund Raising, School Funds
Identifiers: State, Proposal

To improve the present fiscal data collecting system as well as overall funding for postsecondary vocational education in Colorado, data will be collected, and a credible data base of fiscal information on the present funding of postsecondary vocational programs in the state will be established. A search also will be made of various types of postsecondary funding systems in other states. Collected data will be shared with local directors and instructional administrators to aid them in management decisions. An analysis of the gathered data will help determine needed improvements in the present system or possible need for a new system; recommendations for alternative funding systems will be formulated.

000723

Investigation of the Vocational Director's Role and Responsibility in the Delivery and Evaluation of Disadvantaged and Handicapped Vocational Education Programs as Perceived by the Local Administrator.

Project Director: Oshima, Asahi T.
Organization: Boulder Valley School District Region 2, Boulder, CO
Sponsoring Agency: Colorado State Dept. of Education, Denver
Contract/Control No.: 78R-05
Funding Period: Start Date 01 May 78; End Date 30 May 79
Fiscal Year Funding: $5,490
Descriptors: *Administrative Personnel, *Administrator Attitudes, *Disadvantaged Youth, *Handicapped Students, *Program Evaluation, *Vocational Directors, Administrator Responsibility, Administrator Role, Educational Programs, State Surveys
Identifiers: State, Proposal

A questionnaire will be sent to all Colorado local vocational directors and local district administrators of vocational education to assess and compare their perceptions toward the delivery and evaluation of vocational education programs for the disadvantaged and handicapped. Additional data will be collected through interviews and observations. The data will be used to identify evaluative criteria, components, functions, practices, and outcomes perceived to be significant and useful in program evaluation, and to develop an effective and efficient assessment model. A final report will be delivered.

000722

Training Local Vocational Administrators to Conduct Cost-Benefit Analysis of Vocational Programs.

Project Director: Wallace, Harold R.
Organization: Colorado State University, Fort Collins, CO 80523
Sponsoring Agency: Colorado State Dept. of Education, Denver
Contract/Control No.: 78R-23
Funding Period: Start Date 01 May 78; End Date 15 Dec 78
Fiscal Year Funding: $4,959
Descriptors: *Administrator Education, *Cost Effectiveness, *Feasibility Studies, * *Instructional Materials, *Program Evaluation, *Vocational Directors, Material Development, Program Effectiveness, Program Planning, Workshops
Identifiers: State, Proposal

A workshop will be conducted to train fifteen local vocational administrators in the use of cost-benefit analysis. Further services will be provided through follow-up and by assisting the administrators in implementing cost-benefit analysis procedures. The results of the training and follow-up implementation will then be evaluated and the instructional materials and methods revised. Ten copies will be prepared of a report documenting the feasibility of cost-benefit analysis by local administrators, evaluating the effectiveness of the project, and identifying barriers and constraints to cost-benefit analysis in vocational program development and evaluation. The project will also produce ten copies of guidelines and materials for training vocational administrators in cost-benefit analysis procedures.

CONNECTICUT

Research (Sec. 131)

000735

Retail Outlet.

Project Director: Healy, Janet
Organization: Litchfield County Association for Retarded Children, 185 South Main Street, Torrington, CT 06790
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 804300-78201
Funding Period: Start Date 23 Jan 78; End Date 30 Jun 78
Fiscal Year Funding: $4,000
Descriptors: *Handicapped, *Handicrafts, *Mentally Handicapped, *Retailing, *Skill Development, Employment Opportunities, Job Skills, Marketing, Sales Workers, Sheltered Workshops
Identifiers: State, Proposal
Descriptive Note: This project also received $554 in local funds for FY 1977

Mentally retarded and handicapped clients of Lark Industries and retarded and handicapped citizens of Litchfield County will be provided with a facility where their handcrafted items can be displayed and retailed competitively within the community. The retail outlet will be located in a populated shopping area and will include both retail and production areas. The retail area will be stocked with items made by clients of the three Lark sheltered workshops. Within the production area, clients will be observed making items such as pillows, quilts, placemats, ceramicware, woodcrafted items, baskets, and candles. Publicity will be placed in area newspapers; and other retarded and handicapped individuals, particularly the homebound, will be invited to display and sell their handiwork. As an alternative to subcontracted benchwork, selected clients will report to the facility for assignments rather than the workshop. Participating clients will develop work skills; learn about helping customers, completing sales, and making change; and develop a sense of pride in and appreciation for their accomplishments. One full-time staff member will serve as store manager, assist in the area of arts and crafts, and work with Lark Industries clients and community volunteers. Profits from the outlet will be used for continuing and improving the project. Evaluations will be conducted, and a final report will be delivered.

000726

Development of a Building Maintenance, Carpentry and Custodial Services Curriculum for Adolescent Special Education Students.

Organization: Cooperative Educational Services, 11 Allen Road, PO Box 2087, Norwalk, CT 06852
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 243100-78201
Funding Period: Start Date 12 Dec 77; End Date 30 Jun 78
Fiscal Year Funding: $4,000
Descriptors: *Carpenters, *Curriculum Design, *Custodian Training, *Maintenance, *Performance Based Education, *Secondary Education, *Special Education, Educational Programs, Program Evaluation
Identifiers: State, Proposal
Descriptive Note: This project also received $2,179 in local funds for FY 1977

A competency-based curriculum in custodial services and building maintenance and carpentry will be designed and developed for adolescent special education students. Staff will review, research, and modify existing vocational curricula, working with a committee of parents, professionals, students, and skilled workers. Computer searches will be made. Oral and written pretests and posttests will be developed, along with implementation strategies. The curriculum will be disseminated to local education agencies, special education programs, school superintendents, school boards, vocational education program directors, and state department officials. A final report will be delivered.

000725

Action Plan Development to Meet the Special Education and Vocational Education Needs of Secondary Students (Ages 13-21) in a Ten-Town Education Setting.

Project Director: Calchera, David T.
Organization: Area Special Education Association, Hall's Hill Road, Colchester, CT 06415
Sponsoring Agency: ECC51882
Contract/Control No.: 247600-78201
Funding Period: Start Date 03 Jan 78; End Date 01 Jun 78
Fiscal Year Funding: $4,000
Descriptors: *Educational Planning, *Needs Assessment, *Program Development, *Rural Areas, *Special Education, *Student Needs, Master Plans, Secondary Education
Identifiers: State, Proposal
Descriptive Note: This project also received $400 in local funds for FY 1977

An action plan designed to meet the present and projected needs of the area's special education population for the next three to five years will be developed by a consultant and the Area Special Education Association (ASEA). In forming the plan, input will be coordinated from state education department personnel, school superintendents and principals, teachers, parents, and students. A needs assessment will be conducted of the ASEA secondary population to include a survey of presently identified exceptional children and their needs, and of presently allocated space and resources (including personnel). A final report will be delivered.

000734

Research and Curriculum Development in Basic Math and Reading Competency for Culinary Arts.

Project Director: Wilchynski, Leon
Organization: Bloomfield Board of Education, 785 Park Avenue, Bloomfield, CT 06002
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 011261-78201
Funding Period: Start Date 12 Dec 77; End Date 10 Jun 78
Fiscal Year Funding: $3,200
Descriptors: *Cooking Instruction, *Mathematics Instruction, *Mathematics Materials, *Reading Instruction, *Reading Materials, *Tutorial Programs, Criterion Referenced Tests, Program Evaluation, Reading Improvement, Tutors
Identifiers: State, Proposal
Descriptive Note: This project also received $2,095 in local funds for FY 1977

Culinary arts students who need assistance in reading and math to attain the established minimum standard necessary for success will be identified. Materials and techniques to eliminate deficiencies will be developed, including a pretest and posttest basic criterion-referenced measure designed for mathemetics for culinary arts and multilevel instructional materials. A student-to-student tutorial program will be established, student tutors and instructors will be trained in program implementation, and results will be evaluated.

000731

Faculty Workshop: Special Needs Students and the Instructor in a Vocational-Technical School.

Project Director: Martel, Dawn C.
Organization: Vinal Regional Vocational-Technical School, 60 Daniels Street, Middletown, CT 06457
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 608400-78202
Funding Period: Start Date 09 Jan 78; End Date 30 Jun 78
Fiscal Year Funding: $2,443
Descriptors: *Mainstreaming, *Program Planning, *Resource Materials, *Special Education, *Student Needs, *Teacher Workshops, Teacher Attitudes, Teaching Techniques, Vocational Education Teachers
Identifiers: State, Proposal
Descriptive Note: This project also received $240 in local funds for FY 1977

A three-day workshop series will be developed and presented to provide instructors with information and resource material to encourage

awareness of and sensitivity to the educational needs of special students and to assist instructors in developing professional confidence and competency in planning for special needs students in their instructional areas. Media presentations, guest speakers, and experiential activities will be used to present applicable educational laws, classroom techniques, available resources, individual education plan preparation, and exploration of various special needs and mainstreaming. The expectations, needs, and uncertainties of the instructional staff will be assessed through the use of an attitude survey and a workshop evaluation tool.

000743

Operation Vocational Education Research (OVER).
Organization: Brooklyn Board of Education, Groman Road, Brooklyn, CT 06234
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 019800-78201
Funding Period: Start Date 02 Jan 78; End Date 30 Jun 78
Fiscal Year Funding: $2,345
Descriptors: *Educational Planning, *Graduate Surveys, *Interinstitutional Cooperation, *Program Evaluation, *School Surveys. *Student Attitudes, Area Vocational Schools, Curriculum Development, Data Analysis, Inservice Education, Prevocational Education, Program Effectiveness
Identifiers: State, Proposal
Descriptive Note: This project also received $260 in local funds for FY 1977

Brooklyn students who have been served by vocational education during the past ten years, staff in the local system and in area vocational education programs, and parents of identified students will be interviewed by an investigator trained in research design, interviewing techniques, and compiling and interpreting data. Survey findings will be used in curriculum development, inservice training, and vocational education planning. It is expected that staff members will be able to differentiate between appropriate and inappropriate attitudes for students selecting vocational education and to identify the specific instructional needs of students entering vocational education. Students will be able to recognize the attitudes and academic needs of vocational training. Parents, students, and teachers will accept involvement in vocational education or occupational training as an indication of informed career decision making. Coordination and cooperation between the local school program and the area vocational education programs will be a priority of both institutions.

000730

Elimination of Sex-Role Stereotyping in Vocational Education.
Project Director: Isaac, Patricia
Organization: Masuk High School, Monroe, CT 06468
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 085161-78201
Funding Period: Start Date 12 Dec 77; End Date 30 Jun 78
Fiscal Year Funding: $3,973
Descriptors: *Business Education, *Home Economics education, *Inservice Programs, * *Nontraditional Occupations, *Sex Discrimination, *Sex Stereotypes, Curriculum Development, Employment Opportunities, Industrial Arts, Student Needs, Teaching Methods
Identifiers: State, Proposal
Descriptive Note: This project also received $492 in local funds for FY 1977

Consultants from the Bureau of Vocational Services, State Department of Education, will review existing programs for evidence of sex bias and sex stereotyping and examine employment projects for Masuk vocational students. In addition, a paid inservice workshop program and visits to local business and industrial sites will be conducted to sensitize vocational education faculty members and guidance counselors to individual needs of students and to improve teaching methods. As a result, it is expected that the vocational education curriculum will be altered to meet the current and future needs of the business and industrial community; the course content in business and home economics will be altered to encourage greater male participation; the vocational education faculty will be exposed to nontraditional job opportunities for men and women; and the course enrollment in home economics, industrial arts, and business will reflect a more balanced sex ratio.

000733

Project Survey, Identify, Record, Disseminate.
Project Director: Robinson, Francis D.
Organization: Project Learn, PO Box 244, East Lyme, CT 06333
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 245500-78201
Funding Period: Start Date 10 Jan 78; End Date 15 Jun 78
Fiscal Year Funding: $3,850
Descriptors: *Career Planning, *Employment Projections, *Employment Trends, *Occupational Surveys, *Resource Guides, Career Development, Community Services, Correctional Education, Employment Opportunities, Health Occupations, Job Skills, Mental Health, Recreation, Secondary Education, Secondary School Counselors, Vocational Counseling
Identifiers: Emerging Occupations, State, Proposal
Descriptive Note: This project also received $545 in local funds for FY 1977

At least fifty major and twenty-five small business, industrial, service, and government organizations in Shoreline and southeastern Connecticut will be surveyed to identify immediate and potential job opportunities in mental and physical health, crime prevention and correction, municipal services, and recreation. Emerging occupational trends and future job projections also will be identified. Information concerning employment opportunities, emerging occupational trends, future job projections, job descriptions, and entry-level skill requirements will be assembled, categorized, and recorded in a source book of regional resources and job opportunities for career and vocational planning for junior and senior high school vocational counselors and students to aid in occupational planning. Onsite, in depth interviews will be conducted.

000727

Cost-Benefit Analysis of Vocational Education Programs in the Danbury, Connecticut Public Schools.
Project Director: LaMar, Carl A.
Organization: Danbury Public School System, Mill Ridge, Danbury, CT 06810
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 034100-78201
Funding Period: Start Date 12 Dec 77; End Date 30 Jun 78
Fiscal Year Funding: $3,282
Descriptors: *Cost Effectivenss, *Data Analysis, *Evaluation Methods, *Program Evaluation, City Demography, Economic Factors, Educational Planning
Identifiers: State, Proposal
Descriptive Note: This project also received $396 in local funds for FY 1977

Results of a completed analysis for a base year will be disseminated to at least 100 public school districts throughout Connecticut to familiarize vocational, administrative, and other educators with cost-benefit analysis as a viable evaluative technique for assessing vocational education programs. Feedback will be sought from the receiving districts regarding the adequacy of the methodology in answering a set of seven interrelated cost-benefit analysis research questions. To produce the data for the documented analysis, Danbury's economic and demographic characteristics will be researched, and a cost-benefit analysis model for application to vocational education programs will be developed. The document will be based on conclusions drawn from the data and computations. Results will be incorporated into a five-year master plan for vocational education in Danbury.

000744

Vocational Career Guide for Connecticut.
Project Director: Gorth, William P.
Organization: National Evaluation Systems, Inc, Post Office Box 226, Amherst, MA 01002
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 899500-78202
Funding Period: Start Date 01 Feb 78; End Date 30 Jun 78
Fiscal Year Funding: $17,442
Descriptors: *Directories, *Educational Programs, *Program Planning, *Resource Guides, *School Surveys, Correspondence Schools, Postsecondary Education, Private Schools, Proprietary Schools, Public Schools, Vocational Schools
Identifiers: State, Proposal

To provide the Division of Vocational Education with an updated, comprehensive inventory of public and private vocational opportunities in the state, a questionnaire will be mailed to survey public, private, and correspondence schools offering career training programs below the baccalaureate level. Questionnaire information will be verified with authorized agencies and associations. Five thousand copies of the guide will be printed for use in planning vocational education programs and facilities, and as a teaching and guidance tool for counselors.

000728

Curriculum Development, Machine Shop Training Program for the Handicapped.
Project Director: Vail, James R.
Organization: Easter Seal Goodwill Industries Rehabilitation Center, 20 Brookside Avenue, New Haven, CT 06515
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 807500-78201
Funding Period: Start Date 27 Mar 78; End Date 30 Jun 78
Fiscal Year Funding: $2,412
Descriptors: *Job Training, *Machine Repairmen, *Severely Handicapped, *Special Education, *Vocational Rehabilitation, Curriculum Development, Manuals, Mechanical Skills, Mechanics Process, Skill Development
Identifiers: State, Proposal
Descriptive Note: This project also received $371 in local funds for FY 1977

A curriculum with a training manual will be developed for a machine shop training program to help provide vocational services for lower functioning and severely disabled persons. Input will be received from the machine shop training program instructor, the machine shop advisory committee, and professional vocational education consultants.

000745

Project Picture.
Project Director: O'Brien, Virginia
Organization: Capitol Region Education Council, 800 Cottage Grove Road, Bldg. 2, Bloomfield, CT 06002
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 241200-78201
Funding Period: Start Date 12 Dec 77; End Date 30 Jun 78
Fiscal Year Funding: $4,000
Descriptors: *Instructional Materials, *Job Training, *Mentally Handicapped, *Physically Handicapped, *Visual Aids, *Visual Learning, Inservice Programs, Multiply Handicapped, Skill Development, Task Performance
Identifiers: State, Proposal
Descriptive Note: This project also received $42,342 in CETA funds and $9,430 in local funds for FY 1977

New Britain area businesses and industries will be surveyed to compile a general task listing of non-sheltered jobs. Prototype picture-reading materials will then be developed, modified, and field tested for training selected moderately and severly retarded persons at the Day Treatment Service, Grange Lane School, the Multiply-Physically Handicapped Program and the Hartford Regional Center. A series of inservice workshops will be developed for training program staff in using and creating picture books.

000729

Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations.
Project Director: Jazwic, William
Organization: Norwich Board of Education, Mahan Drive, Norwich, CT 06360
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 104600-78201
Funding Period: Start Date 12 Dec 77; End Date 30 Jun 78
Fiscal Year Funding: $4,000
Descriptors: *Job Skills, *Measurement Instruments, *Student Evaluation, *Test Construction, Behavioral Objectives, Educational Programs, Employer Attitudes, Secondary Education, Teacher Attitudes
Identifiers: State, Proposal
Descriptive Note: This project also received $400 in local funds for FY 1977

Test exercises will be developed for identified skills important to success in many occupations, and the practicality of administering the exercises in Norwich occupational programs will be field tested. Employers and educators will be surveyed for their opinions about generalizing the test exercises across occupational fields and the potential of the exercises to measure on-the-job behavior. In developing the exercises, instruments often used to measure vocational program effectiveness in Connecticut will be reviewed, and appropriate junior and senior high school age group objectives will be selected from National Assessment of Educational Progress objectives for skills generally useful in careers. Master sets of the accepted exercise collection will be made for Norwich and for the Connecticut State Department of Education. A final report will be delivered.

000746

Identification of Appropriate Teaching Methods for Presenting Vocational Information to High School Special Education Students.
Project Director: Franson, Kenneth
Organization: Area Special Education Association, Hall's Hill Road, Colchester, CT 06415
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 247600-78202
Funding Period: Start Date 01 Mar 78; End Date 30 Jun 78
Fiscal Year Funding: $2,755
Descriptors: *Educable Mentally Handicapped, *High School Students, *Learning Disabilities, *Occupational Choice, *Occupational Information, *Teaching Methods, Career Exploration, Evaluation, Secondary Education, Teaching Techniques, Trainable Mentally Handicapped
Identifiers: State, Proposal
Descriptive Note: This project also received $457 in local funds for FY 1978

The most effective teaching technique for presenting vocational information to learning disabled high school students will be identified by examining the effectiveness of various teaching methods. A combination of standardized and teacher-created tests will be used to determine a student's knowledge of a particular vocation; one teaching method will then be used to present related concepts. Students will be posttested using the same tests. After a number of vocations have been presented in this manner, an analysis of tests results will determine which method was most effective. In addition, another occupational area will be selected and information presented through a combination of teaching methods to determine if an ideal combination of methods exists for meeting the needs of learning disabled.

000736

Shared-Time Program between Manchester High School and the Regional Occupational Training Center for the Handicapped.
Organization: Manchester Public Schools, 45 North School Street, Manchester, CT
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 077261-78201
Funding Period: Start Date 12 Dec 77; End Date 30 Jun 78
Fiscal Year Funding: $4,000
Descriptors: *Agribusiness, *Disadvantaged Youth, *Handicapped

Students, *Job Training, *Out of School Youth, *Vocational Agriculture, Educational Facilities, Educational Resources, School Community Relationship, Unemployed, Work Experience Programs
Identifiers: State, Proposal
Descriptive Note: This project also received $400 in local funds for FY 1977

A shared-time agribusiness program in vocational agriculture will be developed to provide entry-level skill training for handicapped, disadvantaged, general, and vocational high school youth as well as out-of-school unemployed youth. The involvement, cooperation, and commitment of both the private and public sectors will be secured to better coordinate and more effectively implement the training program. Research will be conducted to determine specific occupational and educational needs of the students and community. The possibility of providing high school credit for classroom participtiion and practical phases will be explored and recommendations made. A resource classroom will be selected and appropriately equipped; a greenhouse, soil preparation point, and other facilities will be identified and built. In an effort to ensure the program's self-sufficiency, local merchants who might serve as future outlets for the programs products will be contacted to obtain their support. Classes and work schedules will be established and round-trip transportation provided for program participants.

000732

Greenhouse Work Project.
Project Director: LeBeau, Gary D.
Organization: East Hartford Board of Education, 110 Long Hill Drive, East Hartford, CT 06108
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 043261-78201
Funding Period: Start Date 01 Dec 77; End Date 30 Jun 78
Fiscal Year Funding: $3,850
Descriptors: *Experiential Learning, *Floriculture, *Greenhouses, *Job Skills, *Skill Development, Career Awareness, Career Exploration, Career Planning, Communication Skills, Educational Alternatives, Employment Qualifications, Nursery Workers Horticulture, Secondary Education
Identifiers: State, Proposal
Descriptive Note: This project also received $435 in local funds for FY 1977

An integrated curriculum will be established to provide students with entry-level job skills for service occupations and to provide hands-on experience in operating a small business enterprise with direct monetary rewards. Essential information and skills from biology, business, and art will be integrated through the operation of a greenhouse and plant store. The project will provide an intermediate step between school and the world of work. It is expected that student self-knowledge, self-worth, and career planning will be enhanced; that students will learn the value of craftsmanship; and that skills in communication and cooperation will be reinforced.

Exemplary and Innovative (Sec. 132)

000747

Middlesex Shoreline Vocational Career Consortium.
Project Director: Hampton, Kenneth
Organization: Vinal Regional Vocational-Technical School, 60 Daniels Street, Middletown, CT 06457
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 608400-78271
Funding Period: Start Date 01 Sep 77; End Date 30 Jun 78
Fiscal Year Funding: $24,188
Descriptors: *Articulation Program, *Career Education, *Educational Resources, *Job Skills, *Regional Planning, *Regional Programs, Handicapped Students, Inservice Programs, Program Development, School Community Relationship, Secondary Education, Skill Development
Identifiers: State, Proposal
Descriptive Note: This project also received $600 in local funds for FY 1978

The Vinal Regional Vocational-Technical School will assist Middlesex Shoreline Superintendents Association members in providing students in grades 7-12 with an option to acquire a saleable skill; utilizing school, community, business, government, and industry resources in the career education program; facilitating articulation between schools and institutions or programs for students in grades K-12; resolving, through a regional approach, the identified lack of skills that prevent youth from obtaining employment; developing a regional approach to meet the needs of the handicapped; and providing inservice career and vocational education to the community. In addition, local education agencies will be assisted in implementing a policy statement and plan of action as mandated in the master plan for career and vocational education.

000739

Develop a Regional Resource Center to Coordinate Business, Industry, Labor, Professions, and Higher Education in School-Community Relationships.
Project Director: Barber, James
Organization: Connecticut Foundation for School-Community Relationships, Inc, 275 Winchester Avenue, New Haven, CT
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 899700-78271
Funding Period: Start Date 15 Oct 77; End Date 30 Jun 78
Fiscal Year Funding: $8,000
Descriptors: *Community Resources, *Cooperative Education, *Internship Programs, *Resource Centers, *School Community Relationship, Community Information Services, Disadvantaged Youth, Employment Opportunities, Inservice Programs, Occupational Guidance, Secondary School Students, Vocational Counseling
Identifiers: State, Proposal
Descriptive Note: This project also received $13,300 in local funds for FY 1978

Community resources will be developed to motivate students, teachers, administrators, and parents to enrich learning. Teachers and community representatives will be encouraged to provide career counseling, training, and job opportunities for high school students, with particular assistance for disadvantaged students. To coordinate resources, the school community resource center will provide a technical referral service for clssroom resource people and files for personnel, materials, and curriculum. Inservice training will be provided, involving workshops, symposia, and discussions within business, industrial, and labor settings. An internship exchange will be promoted between school system employees and appropriate business, industry, and labor employees. Secondary school students will be provided with cooperative education experiences. School-community relationships established in the project will be continued, and new relationships will be developed in surrounding areas to serve as models for visitation and evaluation.

000748

Preparation of Prospective Teachers for Career and Vocational Education.
Project Director: Benedict, Paul L.
Organization: Eastern Connecticut State College, Williamantic, CT 06226
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 504800-78277
Funding Period: Start Date 15 Aug 77; End Date 30 Jun 78
Fiscal Year Funding: $11,446
Descriptors: *Career Education, *Internship Programs, *Preservice Education, *Teacher Education, Models, Practicums, Program Coordination, Trade and Industrial Education
Identifiers: State, Proposal
Descriptive Note: This project also received $10,630 in local funds for FY 1978

The ongoing project will be refined and a model will be developed to enable prospective teachers to infuse career education ideas and concepts into all phases of classroom activity and subject areas to help

students make career choices. A minor in career and vocational education will be required of prospective teachers. The minor will include a course to develop knowledge of and a rationale for incorporating career and vocational education concepts curriculum at all grade levels, a practicum at Windham Regional Technical School to provide onsite study of the five major trades, and an internship in a local industry, community agency, or trade. In addition, students will be encouraged to select an independent research project in vocational education in Connecticut, a practicum in a career and vocational education program, an internship with a teacher in any school interested in career and vocational education, or an internship in a state agency involved in career and vocational education. Project modifications will include greater recruitment and instruction of seniors, closer coordination of program components, a revised internship program, a more comprehensive experience at Windham Regional Technical School, and an expansion of career exposure through more field trips, guest speakers, and examination of printed materials.

000740

Implementation of the East Shore Career Education Center—Year III.

Project Director: Sandagata, Robert L.
Organization: Area Cooperative Educational Services, 800 Dixwell Avenue, New Haven, CT 06511
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 244500-78271
Funding Period: Start Date 01 Jul 77; End Date 30 Jun 78
Fiscal Year Funding: $1,757
Descriptors: *Career Education, *Program Development, *Regional Cooperation, *Shared Facilities, *Shared Services, Career Awareness, Cooperative Programs, Elementary Secondary Education, Inservice Teacher Education, Models, Occupational Guidance, Resource Centers
Identifiers: State, Proposal
Descriptive Note: This project also received $30,842 under Sec. 132 for FY 1977

The East Shore Career Education Center will serve as the focal point for all shared career and vocational education activities and will be a model for inter-district cooperation in meeting the career education awareness, orientation, exploration, preparation, and guidance needs of students. A continuous career education program in grades K-12 will be implemented for the communities of Branford, Guilford, and East Haven. In so doing, a centralized resource center and shared vocational training program will be developed; staff, facilities, equipment, and programs will shared; new cooperative career programs will be identified; career guidance activities will be coordinated; and work-skills exploratory experiences will be provided. Staff development and inservice activities also will be provided.

000742

Regional Alternative Program in Distributive Education Untilizing the Divisified Resources of a Large Shopping Complex.

Project Director: Buijnarowski, Lois M.
Organization: Windsor Locks School District, 50 Church Street, Windsor Locks, CT 06096
Sponsoring Agency: ECC51882
Contract/Control No.: 165261-78276
Funding Period: Start Date 01 Jul 77; End Date 30 Jun 78
Fiscal Year Funding: $23,265
Descriptors: *Career Exploration, *Cooperative Education, *Distributive Education, *Employment Qualifications, *Job Placement, Adult Education, Career Awareness, Credit Courses, Entry Workers, Experiential Learning, High School Students, Postsecondary Education, Secondary Education
Identifiers: State, Proposal

Thirty to thirty-five high school juniors and seniors, selected from eight to twelve surrounding school districts, will receive training in a classroom in a shopping mall and on-the-job cooperative experience in appropriate stores for initial employment and advancement in distributive occupations. Two credits will be awarded for the year and minimum wage will be paid for cooperative work experience. In addition, students will be provided with the opportunity to explore various distributive occupations, and program completers will receive assistance in job placement. Training also will be provided to upgrade present employees of participating stores and for adults outside the field of distribution.

000737

Beauty Culture.

Project Director: Leahy, William
Organization: Regional School District No. 17, Little City Road, Higganum, CT 06441
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 217461-78271
Funding Period: Start Date 01 Sep 77; End Date 30 Jun 78
Fiscal Year Funding: $8,360
Descriptors: *Career Exploration, *Certification, *Cosmetology, *Followup Studies, *Graduate Surveys, *Regional Cooperation, High School Students, Secondary Eduction
Identifiers: State, Proposal
Descriptive Note: This projet also received $3,882 in local funds for FY 1978

Students at Regional 17 High School will be provided with 2,000 hours of beauty culture instruction to prepare them to pass the state cosmetology licensing examination. The program, a satellite of the Vinal Regional Technical School in Middletown, will be provided for area high school students on a cooperative regional basis and will use the final program curriculum guide. Comprehensive high school program students may elect the exploratory phase of the beauty culture program consisting of one semester (at least 150 hours) of instruction in hairdressing on wigs, personal hygiene, professional conduct, career information, demonstrations, and field trips. The job placement service will conduct follow-up studies on all graduates.

000738

Childhood and Parenthood Competency Education.

Project Director: Carta, Elizabeth J.
Organization: Norwalk Board of Education, 105 Main Street, Norwalk, CT 06852
Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 103161-7827B
Funding Period: Start Date 06 Sep 77; End Date 30 Jun 78
Fiscal Year Funding: $18,517
Descriptors: *Child Rearing, *Family Life Education, *Parent Child Relationship, *Parenthood Education, *School Community Programs, *Skill Development. Child Care Occupations, Child Development, Daily Living Skills, Interpersonal Competence, Models, Peer Teaching, Secondary Education, Tutorial Programs
Identifiers: State, Proposal
Descriptive Note: This project also received $35,470 in local funds for FY 1978

In a special high school credit course to teach effective skills in child rearing, classroom study will be integrated with intensive community involvement encompassing a tutorial program for elementary pupils, and a nursery school laboratory. Students will (1) learn to respect the common needs and personal differences of individuals and to recognize universal patterns of development; (2) improve skills necessry for maintaining effective relationships; (3) identify positive and negative effects of authority figures on personal development; (4) demonstrate skills (communications, conflict resolution, and values clarification) related to personal and family functioning needs; (5) identify knowledge and skills necessary for jobs and careers in related child care services, and evaluate career options in terms of self-assessment; and (6) provide cross-peer sharing of their specialized knowledge to assist non-program participants with decisions in preparing for parenthood. Emphasis for the third year will be on preparing materials for use in instituting similar programs and on sharing personnel for presentations and inservice training.

Curriculum Development (Sec. 133)

000741

Curriculum Reorganization and Development.

Project Director: Smith, Robert

Organization: Central Connecticut State College, New Britain, CT 06050

Sponsoring Agency: Connecticut State Dept. of Education, Hartford

Contract/Control No.: 502200-78809

Funding Period: Start Date 15 Mar 78; End Date 15 May 79

Fiscal Year Funding: $40,159

Descriptors: *Developmental Reading, *Remedial Reading Programs, *Shop Curriculum, *Staff Improvement, *Teaching Methods, Curriculum Development, Employment Opportunities, Skill Development

Identifiers: *Emerging Occupations, State, Proposal

Curriculum will be developed and revised to meet the occupational needs of students brought about by changes in training for ongoing and new and emerging occupations. Teachers, mostly curriculum committee members, will form teams according to skill areas to study the best methods of developing and organizing curriculum and presenting the newly developed curriculum to students. Reading curriculum will be provided for remedial reading and for integrating developmental reading into general education, related, and shop curriculum. In addition, policy bulletins will be revised and updated.

DELAWARE

Exemplary and Innovative (Sec. 132)

000750

Competency-Based Curriculum Production.

Project Director: Kirk, George V.

Organization: Newark School District, 83 East Main Street, Newark, DE 19711

Sponsoring Agency: Delaware State Dept. of Public Instruction, Dover

Funding Period: Start Date 01 Jul 77; End Date 30 Jun 78

Fiscal Year Funding: $5,000

Descriptors: *Behavioral Objectives, *Educational Strategies, *Learning Modules, *Performance Based Education, Area Vocational Schools, Criterion Referenced Tests, Curriculum Development, Formative Evaluation, Information Dissemination

Identifiers: State, Proposal

Descriptive Note: This project also received $14,605 under Part B and $15,000 under Disadvantaged funds for FY 1978

The major objective of this program is to develop and publish an additional number of competency-based curriculum modules to complement and further extend the number of modules completed to date. Specific objectives will be to develop, edit, publish, and distribute a quantity of these modules to instructional staff for field testing. Performance objectives, criterion-referenced measures, and instructional strategies will be used in the development of instructional modules. The modules will be reproduced and distributed to other vocational programs requesting them within the state.

000749

Educational Resource Association.

Project Director: Weatherly, Paul K.

Organization: Delaware Technical and Community College, Dover, DE 19901

Sponsoring Agency: Delaware State Dept. of Public Instruction, Dover

Funding Period: Start Date 01 Jul 77; End Date 30 Jun 78

Fiscal Year Funding: $14,097

Descriptors: *Career Education, *Clearinghouses, *Community Resources, *Educational Resources, *Material Development, *School Community Cooperation, Curriculum Development, Learning Activities, Program Effectiveness, Teaching Methods

Identifiers: State, Proposal

Descriptive Note: This project was funded under Part D, PL 90-576 and also received $13,285 under Part B and $22,618 under Postsecondary for FY 1978

Objectives of the project are to (1) develop and expand an inventory of community resources that will be available to educators through a centrally controlled clearinghouse; (2) develop materials and methods to encourage educators to collaborate with community resource persons and draw upon their services in developing and implementing career education activities; (3) maintain and administer an office system to centrally coordinate educator requests for community resources; (4) develop and refine materials and methods so career education activities may more directly involve students; and (5) evaluate project effectiveness.

DISTRICT OF COLUMBIA

Research (Sec. 131)

000752

Experience-Based Career Education Program for Students in the Comprehensive High Schools of the District of Columbia.

Project Director: Datcher, Ellen F.

Organization: District of Columbia Public Schools, Department of Career Developmen, 415 Twelfth Street, NW, Washington, DC 20004

Sponsoring Agency: District of Columbia Public Schools, Washington, DC

Funding Period: Start Date 01 Jul 77; End Date 30 Jun 78

Fiscal Year Funding: $37,494

Descriptors: *Career Development, *Career Education, *Curriculum Guides, *Experiential Learning, Academic Achievement, Comprehensive High Schools, Skill Development, Student Attitudes

Identifiers: *Experienced Based Career Education Program, State, Proposal

An experience-based career education (EBCE) model will be developed for infusion into all comprehensive high schools in the District of Columbia public schools, and five EBCE curriculum guides will be developed using the competency-based curriculum format. The EBCE model will be supported by school administrators, an advisory council, parents, students, and community resource persons. An experimental group from one high school will be matched with a control group from another; pre- and posttesting will be conducted using the Everyday Skills Test and the Career Maturity Inventory. Data will also be obtained from administrative reports and from a questionnaire sent to school administrators, advisory council members, parents, students, and resource people. As a result of the project, students will maintain or improve their academic performance, demonstrate improved career development skills, and improve their perceptions of sex equity.

000753

Career Planning and Placement (Vocational Guidance).

Project Director: Morgan, Susie B.

Organization: District of Columbia Public Schools, Dept. of Career Development, 415—12th Street, NW, Room 906, Washington, DC 20004

Sponsoring Agency: District of Columbia Public Schools, Washington, DC

Funding Period: Start Date 01 Jul 77; End Date 30 Jun 78

Fiscal Year Funding: $191,950

Descriptors: *Career Development, *Career Planning, *Disadvantaged Youth, *Minority Groups, *Occupational Guidance, *Student Placement, Career Awareness, Career Exploration, Changing Attitudes, Self Concept, Skill Development

Identifiers: State, Proposal

A developmental pattern of career guidance, counseling, and placement services will be designed to help 8,000 minority and disadvantaged students develop positive attitudes, self-awareness, and vocational awareness and to provide vocational exploration and intensive preparation so they will gain the necessary marketable skill needed for placement. The vocationally oriented programs will be coordinated by counselor aides, vocational evaluators, career advisors, and academic school counselors who are responsible for planning and im-

plementing these concepts in their assigned schools.

000754

Sex Equity in Vocational Education.
Project Director: Jones, Eunice Wright
Organization: District of Columbia Public Schools, Department of Career Developmen, 415 12th Street, NW, Room 1010, Washington, DC
Sponsoring Agency: District of Columbia Public Schools, Washington, DC
Funding Period: Start Date 01 Jul 77; End Date 30 Jun 78
Fiscal Year Funding: $51,377
Descriptors: *Classroom Materials, *Nontraditional Occupations, *Sex Discrimination, *Sex Fairness, *Sex Stereotypes, Educational Planning, Information Dissemination, Inservice Education, Secondary Education, Technical Assistance
Identifiers: State, Proposal

Activities ensuring the elimination of sex bias and sex stereotyping in vocational education will be planned, developed, and implemented. To accomplish this, materials will be developed and disseminated; in-service training, technical assistance, and workshops will be provided; resources will be identified and disseminated; and mini-grants will be awarded. The result will be an increased enrollment of students in vocational training not traditional for their sex.

000755

Vocational Education Curriculum.
Project Director: Etheridge, Bessie D.
Organization: District of Columbia Public Schools, Department of Career Developmen, 415 12th Street, NW, Washington, DC
Sponsoring Agency: District of Columbia Public Schools, Washington, DC
Funding Period: Start Date 01 Jul 77; End Date 30 Jun 78
Fiscal Year Funding: $34,452
Descriptors: *Curriculum Development, *Educational Resources, *Information Dissemination, *Performance Based Education, *Resource Centers, Ancillary Services, Instructional Materials, Program Improvement, Resource Materials
Identifiers: State, Proposal

Project staff will develop and disseminate contemporary instructional support materials in an effort to improve the quality of vocational, technical, and industrial education programs. Curriculum activities will be planned, implemented, supervised, and coordinated; a vocational education curriculum resource lending library will be maintained; services supportive of the competency-based curriculum (CBC) thrust will be provided; and activities pertinent to the National Network for Curriculum Coordination in Vocational-Technical Education (NNCCVTE) will be conducted. The CBC materials will be disseminated to subject area teachers, the District of Columbia board of education, members of NNCCVTE, and others upon request.

WASHINGTON

Curriculum Development (Sec. 133)

000643

Management of Building Environment for Comfort and Energy Conservation.
Project Director: Swenson, Don
Organization: North Seattle Community College, 9600 College Way, North, Seattle, WA 98103
Sponsoring Agency: Washington State Commission for Vocational Education, Olympia
Contract/Control No.: 80-AJY(146)NN
Funding Period: Start Date 18 Feb 80; End Date 31 Dec 80
Fiscal Year Funding: $1,950
Descriptors: *Energy Conservation, *Environmental Standards, *Building Operation, * *Conservation Environment, Community Colleges, Postsecondary Education, Environmental Education
Identifiers: State, Proposal

A curriculum will be developed to provide community college level courses in energy conservation as related to environmental control in buildings. An outline of courses including course descriptions, objectives to be attained, required and suggested texts and a topical outline will be developed to show major areas of instruction. Teaching plan outlines will include the major division of materials to be taught, discussion topics, demonstration activities, instructional aids and assignments. Curriculum outlines will describe the teaching methods, facilities required, administrative requirements and evaluation procedures. A building management curriculum and a final report will be delivered.

000644

Microcomputer-Based Instructional Accounting Package.
Project Director: Kahl, James
Organization: Lower Columbia College, Longview, WA 98632
Sponsoring Agency: Washington State Commission for Vocational Education, Olympia
Contract/Control No.: 80-AJZ(169)NN
Funding Period: Start Date 01 Mar 80; End Date 31 Dec 80
Fiscal Year Funding: $9,942
Descriptors: *Minicomputers, *Computer Science Education, *Accounting, *Bookkeeping, *Teaching Guides, *Computer Programs, Programming, Recordkeeping, Business Education, Postsecondary Education, Instructional Materials
Identifiers: State, Proposal

A microcomputer-based accounting package will be developed for use by accounting and bookkeeping instructors to prepare students for employment in business and industry. Project staff will contact manufacturers and members of industry currently using microcomputers to obtain information on the most current and reliable system in use. The following materials will be developed: (1) a student workbook with microcomputer operating instructions and sample problems, and automated accounting principles and practices; (2) an instructor's guide containing information on incorporating the microcomputer into the accounting curriculum; and (3) a set of computer programs, program documentation, and sample data banks to be used with the program. The programs will provide recordkeeping in inventory, payroll, and payables and will address problems related to managerial accounting, including cost-volume profit analysis, regression analysis of cost-behavior patterns, linear programming, and capital budget applications. A final report will be delivered.

WISCONSIN

Research (Sec. 131)

000645

Center for Vocational, Technical, and Adult Education (Continuation).
Project Director: Nelson, Orville
Organization: University of Wisconsin-Stout, Menomonie, WI 54751
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract/Control No.: 30
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $60,000
Descriptors: *Needs Assessment, *Vocational Education Teachers, *Professional Development, *Education Service Centers, *Research and Development Centers, Program Evaluation, Information Dissemination, Research Projects
Identifiers: State, Proposal

Needs of vocational educators in Wisconsin will be identified; professional development activities will be coordinated and conducted. Educators will be assisted in evaluating programs, activities, and services. Applied research in needed areas will be conducted, and information about vocational education in Wisconsin will be disseminated. An advisory committee will continue to identify priorities for the center. Linkages with state agencies will help in developing and conducting selected projects. Copies of final reports of projects will be disseminated to local districts, state agencies, and ERIC.

000646
Graduate Student Research (Continuation).
Project Director: Nelson, Orville
Organization: University of Wisconsin-Stout, Center for Vocational, Technical, and Adult Education. Menomonie, WI 54751
Telephone: (715) 232-1382
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract/Control No.: 30
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $6,000
Descriptors: *Graduate Students, *Research Skills, *Student Research, Educational Researchers, Higher Education
Identifiers: State, Proposal

Graduate students needing a research project will consult with state and local agencies to determine the feasability of conducting selected projects. Projects will be reviewed by university and research coordinating unit staff before they are implemented. Graduate students will develop skills and attitudes necessary to design, manage, and carry out a small research project and will respond to research needs, problems, and priorities identified in vocational delivery systems. Final reports will be disseminated for each project conducted.

000647
Validation of Diesel Mechanics Two-Year Diploma Program.
Project Director: Meiers, Merle
Organization: Madison Area Technical College, 211 North Carroll Street, Madison, WI 53703
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract/Control No.: 04
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $3,440
Descriptors: *Auto Mechanics, *Diesel Engines, *Graduate Surveys, *Course Evaluation, Associate Degrees
Identifiers: State, Proposal

Tasks and knowledge required of diesel mechanics will be verified in this project. Program graduates from 1976-79 and their employers will be surveyed to obtain their evaluations and perceptions of the vocational education program and suggestions for improvement. The diesel mechanics program will be updated based on survey results. Twenty-five copies of a final report will be disseminated.

Exemplary and Innovative (Sec. 132)

000648
Related Instruction for Apprentices.
Project Director: Mendel, Dave
Organization: Wisconsin Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, WI 53702
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract/Control No.: 19
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $2,565
Descriptors: *Competency Based Education, *Curriculum Guides, *Apprenticeships, *Learning Modules, Instructional Materials, Postsecondary Education
Identifiers: State, Proposal

Competency-based curriculum guides and modules for new apprenticeship areas will be developed, and existing course outlines will be revised. The project will be administered through the office of the state extension coordinator. Advisory committee members will assist in the development of the curriculum outlines and instructional materials.

Curriculum Development (Sec. 133)

000649
Revision of Program Development Manual.
Project Director: Kinsler, George
Organization: Wisconsin Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, WI 53702
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract/Control No.: 19
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $3,450
Descriptors: *Administrator Guides, *Program Development, *Program Evaluation, Advisory Committees
Identifiers: State, Proposal

The Vocational, Technical, and Adult Education program development procedures manual will be revised and updated. Several task forces will be update procedures in program evaluation, use of advisory committees, cost allocations, and other areas. Task force input will be analyzed and incorporated in the final handbook.

000650
Audiovisual Instructional Materials Development.
Project Director: Adams, Terry; Beyl, Doyle
Organization: Wisconsin Board of Vocational-Technical and Adult Education, 4802 Sheboygan Avenue, Madison, WI 53702
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract/Control No.: 19
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $3,000
Descriptors: *Audiovisual Instruction, *Instructional Materials, *Consortia
Identifiers: State, Proposal

Audiovisual instructional materials will be developed to reduce duplication of frequently used materials, increase quality, attract other funds for production, and demonstrate the effectiveness of a consortium approach to producing such materials. A consortium of interested VTAE districts and an advisory committee will be formed. Criteria for selecting, reviewing, and developing audiovisual materials will be developed.

000651
Curriculum Articulation.
Project Director: Beyl, Doyle
Organization: Wisconsin Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, WI 53702
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract/Control No.: 19
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $16,000
Descriptors: *Sex Stereotypes, *Articulation Education, *Competency Based Education, *Program Proposals, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

Staff capability to counter sex stereotyping and improve secondary and postsecondary curriculum articulation will be upgraded. Task inventories in selected program areas will be identified to determine which tasks, competencies, or performance objectives are or should be taught at each level. Matrixes of offerings and competency-based student achievement records will be developed. Local districts will submit projects addressing the above objectives. State staff will provide technical assistance. A final report will be disseminated to other districts.

000652
Competency-Based Education (CBE) and Vocational-Technical Education Consortium of States (V-TECS).
Project Director: Beyl, Doyle
Organization: Wisconsin Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, WI 53702
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract/Control No.: 19
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $42,265

Descriptors: *Mechanics Process, *Competency Based Education, *Dental Hygienists, * *Medical Record Technicians, *Behavioral Objectives
Identifiers: State, Proposal, *Vocational-Technical Education Consortium States

Based on surveys of incumbent workers, a writing team will develop a competency-based catalog of performance objectives and performance guides for maintenance mechanics, dental hygienists, property managers, and medical records technicians. Local vocational educators will be informed of available V-TECS materials, and fifty copies of a V-TECS catalog will be available for curriculum materials.

000653

Wisconsin Vocational Studies Center (Continuation).
Project Director: Strong, Merle
Organization: University of Wisconsin, 1025 West Johnson, 964 Educational Science Building, Madison, WI 53706
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract/Control No.: 20
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $60,000
Descriptors: *Educational Service Centers, *Information Dissemination, *Graduate Students, *Research and Development Centers, *Educational Needs, Professional Development, Educational Assessment
Identifiers: State, Proposal

A mechanism to facilitate the development of projects to identify and meet current and future needs in vocational education, develop curriculum, evaluate programs, and upgrade faculty and staff will be provided through a staff of professionals who will write proposals, obtain funds, and conduct needed projects. The staff will provide support and consultation for graduate students who work on relevant research and development projects and disseminate research findings, reports, and other products. Final reports of each funded project will be disseminated to local districts, ERIC, and state agencies.

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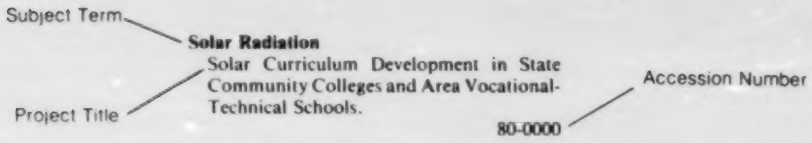
This index lists the titles of projects under the major subject terms that have been assigned to indicate project content. The subject terms are taken from the *Thesaurus of ERIC Descriptors* and are listed in alphabetical order. As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.



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This section provides names, addresses, and telephone numbers of state research coordinating unit directors (sponsoring agencies of projects reported in the Projects in Progress section) and for journals, magazines, professional associations, and information systems and networks of interest to vocational and technical educators. An information system or network is profiled in each issue.

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Objectives of the center are to provide technical assistance and information to schools and postsecondary and other educational institutions to encourage and promote energy conservation; to assist and encourage the development or adaptation, identification, and dissemination of supplementary curriculum materials to increase awareness and understanding of the multidisciplinary nature of energy, environment and employment; to encourage and support in-service training of teachers, administrators, and other educators in energy awareness and understanding, conservation, environment, and employment; and to identify and support programs in career and vocational eucation which address energy-related job opportunities.

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